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ABSTRACT

This continuing ERIC/CAPS series, entitled Searchlight Plus, consists of two components: first, an in-depth review of cited materials, including prime issues and trends, and implications for helping professionals; and, second, citations from an ERIC computer search on the topic. Series topics are selected in response to user requests. Presented in the review section are ways in which tests are used; and testing issues, biases, validity and interpretation. (Author/BMW)

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ED181392

TESTS AND TESTING PROGRAMS

Beverly Pritchett

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1978

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The work presented herein was performed pursuant to a contract from the National Institute of Education Department of Health, Education, and Welfare under the direction of

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

School of Education
The University of Michigan
Ann Arbor, Michigan

1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 014176

INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the fifteen topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data

The fifteen areas chosen for this special treatment are the following:

Career Development: Programs and Practices
Career Resource Centers
Counseling Adults
Counseling the Aging
Counseling the Exceptional: Handicapped and Gifted
Divorce and One-Parent Family Counseling
Evaluation of Counselor Effectiveness
Group Guidance
Mid-Career Change

Preretirement Counseling
Program Evaluation and Accountability
Tests and Testing Programs
The Counselor as Change Agent
The Counselor as Consultant
Violence in the Schools

The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlight Plus are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series Searchlight Plus and the previous series Searchlight. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS

TESTS AND TESTING PROGRAMS

Beverly Pritchett

Introduction

The area of testing invites controversy. The attempt to quantify, measure, and make standardized comparisons of a particular aspect of human behavior inevitably focuses on certain characteristics, while ignoring or distorting others. Helping professionals need to be aware especially that qualities such as personal warmth and humanness--the very ones they are professionally responsible for cultivating--are also the least "testable." Thus a balanced, humanistic understanding of the uses and limitations of testing should be a basic part of every testing program. Counselors and other helping professionals, since they are usually involved in test selection and interpretation, are well suited for supplying this balanced view.

Balanced view of testing essential

To help readers develop an informed perspective on testing, we conducted a search of the ERIC data base. Over 170 documents emerged, and abstracts of these are presented in this document. This paper represents an overview only, not an exhaustive classification of all documents contained in the search. In particular, it points out some of the numerous ways tests can be used, and analyzes some current trends and important issues. References are to ED (ERIC Document) or EJ (ERIC Journal) numbers, which identify the materials

found in the search. These are arranged in descending numerical order in the reference section following the text.

Why Test?

Professional Development

One important but often overlooked use of tests is to define and improve the functioning of helping professionals. For instance, a scale was developed to assess the preferences of counselors for seven major counseling orientations (EJ 181 145): behavioral, client-centered, existential, Gestalt, Freudian, rational-emotive, and trait-factor. The test appeared to be valid for an extensive and diverse sample population (294 graduate students from seven universities, including good proportions of Blacks, Hispanics, and Caucasians). Thus, it appears to have promising applications in several areas.

Tests used for professional development

In research, as the author of this document suggests, the instrument could be used to justify the use of certain counselors, explain the results of their counseling, or demonstrate the similarities or differences averred by researchers. In counselor training programs, it could be used to demonstrate the effectiveness of particular programs, produce counselors with a particular orientation, or illustrate congruence between stated theoretical approach and actual counseling behavior. And for practicing counselors, it could be used to match counselors to particular settings or clients where this was considered desirable.

Other scales have been designed to rate counselors in a variety of areas, such as democratic values (EJ 144 236) or empathy (ED 138 866). Tests can also be used to measure aspects of counseling effectiveness (EJ 099 190), although several studies (EJ 177 342, EJ 135 775) challenge the validity of specific instruments which attempt to do this. Counselor training and selection can also be aided by tests which predict performance (ED 103 448, ED 101 239) or provide a structured self-evaluation technique (ED 023 131).

Client Assistance

The other broad category of test usage is to assist clients to identify their capabilities and needs. Tests may be used to predict, select, classify or evaluate; they may measure mental ability, achievement, aptitude, interest, or personality characteristics. They may help stimulate client interests or improve instructional methods (ED 053 171). Or they may be part of a total program that examines the relationships between teacher or counselor interventions and pupil behavior change (ED 113 389, ED 012 065).

Tests used for client development

Tests continue to play an important, even vital role in vocational education and counseling (ED 078 051). The U.S. Employment Service conducts a test-research program for developing testing tools useful in vocational counseling (EJ 162 010). Successful programs to educate and find job placements for disadvantaged adults have made use of various tests, including the Fundamental Achievement Series (ED 152 835), informal testing techniques (ED 058 511), and a whole battery of aptitude, achievement and interest tests (ED 130 033, ED 030 060).

Helping personnel in other settings can also make effective use of tests. Various kinds of tests are increasingly used, for instance, in marriage counseling; but many counselors are unaware of the existence of these numerous resources (EJ 071 004) or of how to use them effectively. One well-known test, the Edwards Personal Preference Schedule (EPPS), is easily administered and interpreted and has been used with satisfying results in premarital as well as marriage counseling. In the EPPS there are no right or wrong answers, except in terms of the values placed on particular characteristics by individuals. One author (ED 035 904) shows how the picture of oneself acquired from the EPPS can be viewed in conjunction and comparison with that of one's present or future spouse, often with useful or enlightening results.

Tests used in marriage counseling

Physically handicapped individuals can present unusual testing problems, and some specific attempts have been made to circumvent these difficulties. A number of intelligence tests can be administered to blind children and adults (ED 080 595); and a battery of tests for offering vocational guidance to the adult deaf has been identified through research (ED 078 231).

Issues and Trends

Special Populations

Within the educational world, tests are often used to identify special groups who may need special treatment or additional support services. Other tests may be used at a

later point to evaluate the effectiveness of a particular intervention. This is frequently the case with underachieving students. Developers of one program in North Carolina designed a test to identify potential male underachievers on the basis of four factors: aggression, alienation, anxiety, and activity (ED 046 014). Using this information, counselors were able to offer teachers inservice training in specific techniques to use with these students.

Included in another program offering remedial work to underachieving high school students were several tests to demonstrate program effectiveness (ED 010 120). Though none of the students met normal college admissions criteria prior to entering the summer program, 60% of them were students in good standing after a semester of college work.

Tests used for a variety of special groups

Although tests are frequently used in an effort to help "non-mainstream" students (members of ethnically or culturally different groups), they often cause unintentional damage instead. A now-classic example of this is the standardized intelligence or achievement test, which far too often seems to separate not the gifted from the slow, but the children with privileged socioeconomic backgrounds from those without. As one author puts it (EJ 137 784), "Paradoxically, standardized testing, which was originally designed to remove the unfairness of privilege within the educational system, has recently been accused of serving a gate-keeping function and retarding the social mobility of non-mainstream individuals, the poor, and the deprived" (pp. 37-38).

The traditional "heredity" and "environment" arguments to explain poor test performance have now been augmented by a third position--that of "cultural difference"--which argues that standardized tests measure not degree of intelligence, but degree of assimilation into the cultural mainstream.

Cultural difference in testing

> When used without the proper sensitivity and discrimination, such measures can thus become the means by which non-mainstream children are placed in special classes for slow learners or mentally retarded; hence, such children will suffer the stigmatizing effects of labelling, which, in turn, affect the stereotypes of the teacher, the parent, and the student himself. Unwittingly, the school could become the place where the alleged intellectual inferiority of minorities is "scientifically demonstrated." (pp. 39-40)

The same sort of dangers that accompany intelligence tests are inherent in vocational inventories as well. Most test interpreters realize that norms obtained on a given test from a particular population are not necessarily valid for other populations.

One study investigated this by administering Holland's Vocational Preference Inventory to a group of 110 freshman university students (EJ 183 014). This group was predominantly Black, came from urban areas, and had a median family income of $6,500. Results showed that the experimental group achieved lower means on all scales of the test, meaning that they checked fewer occupational titles than did the standard population. Interestingly, the women averaged only 4.8 fewer titles, while the men had a much larger discrepancy of 8.4.

The author advances several possible explanations for these findings: that the disadvantaged students are less familiar with the job titles on the test; that they have less

of an "exploratory" urge; or that they have a more restricted view of possible jobs. But whatever the explanation, it seems clear from this and similar studies that the scores of disadvantaged students on such tests cannot be interpreted in the same way as those of their more privileged peers.

Test Bias

The issue of possible test bias, long a problem with racial and cultural minorities, has now expanded to include questions of sex bias in testing. One study (EJ 167 425) focused not on the test itself but on the examiner, and found that female examiners using the Wechsler Intelligence Scale for children elicited higher scores on five subtests from all the children in the sample.

Sex bias

Sex bias has also become an issue on vocational interest inventories, as well as on educational tests in general. As one author points out (EJ 091 003), two of the major vocational inventories (the Strong Vocational Interest Blank and the Kuder Occupational Interest Survey) "were developed on an empirical basis, with little in the way of a theoretical formulation to guide them. . . . The instruments appear to have reflected the cultural stereotypes of women, without questioning what this means in the vocational counseling of women" (p. 223). She goes on to note the dangers of a "developmental lag," which can occur when tests fail to keep pace with the changing vocational interests of men and women due to rapid social change.

Another author (EJ 091 002) pleads for a "general perspective of bias" rather than "a continuation of instrument-specific discussions or assessments of test bias based on personal opinion, instead of evidence" (p. 210). His tentative conclusions, based on an application of this perspective to a variety of potential remedies, are as follows:

1. The definition and verification of poor vocational service or biased service probably requires complex subjective judgments.

2. Psychometric analyses and decision theory may be poor guides for dealing with problems of bias. Experimental evaluations of actual effects and social action may provide more direct and probably more effective resolutions.

Potential remedies for bias

3. Revisions of vocational services and devices will promote short-range interracial and intersexual harmony but will have only superficial effects upon vocational choices.

4. Careful systematic studies of the effects of all kinds of interventions at all age levels promise the most stable long-range solutions.

5. Professional guidelines are needed to strain out the researchable hypotheses and practical ideas from the present rhetoric and assorted cacophony. (p. 217)

In addition to generating new guidelines and research in this area, an examination of those already in existence is appropriate. One attempt to do this (ED 097 361) resulted in a categorization of three currently existing kinds of guidelines.

The first type, guidelines for informing, is intended to educate both user and respondent about the meaning of test scores. In this type, "the possible influences on women's interest scores of early socialization, traditional sex-role expectations of

society, and the home versus career conflict are identified" (p. 3). The second type, guidelines on overt sex bias, suggests ways to eliminate bias in written materials, such as avoiding linking certain social roles with a particular sex. The third type, guidelines for research, suggests holding orientation sessions to "help respondents examine sex-role stereotypic sets toward activities and occupations" (p. 9).

Student Rights

Another issue of increasing importance today is the question of student rights as they relate to testing. Should students have access to test scores and related data? What control should they and their families have over the use that is made of such material? It is important for counselors to be aware of potential problems in this area, as well as related legislation.

Legal questions relating to testing

Three areas of guidance activity which can force counselors to examine their responses are discussed in one article (EJ 169 337), with appropriate legal examples cited for each. The areas are testing and placement, dealing with such questions as whether a heavy overrepresentation of minority students in classes for the retarded represents a civil rights violation; suspension and expulsion, discussing the conditions under which counselors should or should not suspend protesting students; and student self-expression, considering how publicly displayed pornographic material or otherwise disruptive behavior, such as political protests, can best be handled without violating students' rights. Other

potential problem areas, such as confidentiality and sex discrimination, are cited to demonstrate the need for all counselors to be informed about the areas in which student civil rights intersect with guidance functions.

Test Anxiety

Another related issue that represents a difficult problem for examiners is the question of test anxiety. It is encouraging to see that several methods have been shown to be effective in eliminating or at least reducing this problem. One frequently satisfactory approach is systematic desensitization. This method has been employed using standardized hierarchies (EJ 107 201), and has been effective for both individuals and groups (EJ 090 907). One study used psychophysical measures such as psychogalvanic skin response and heart rate to compare the effectiveness of the desensitization method with that of client-centered and rational-emotive techniques (ED 051 265).

Test Validity and Interpretation

A final issue always relevant to testing is the validity of each instrument: Does it actually measure what it claims to, or do other variables intervene? Can it legitimately be used for the purpose for which it is intended? These questions can be answered only on an individual basis, and much research has been done to establish--or cast doubt on--the validity of particular tests and particular applications of them (for instance, EJ 180 496, EJ 158 340, EJ 153 379).

One writer takes a more global approach and questions the validity of written interest and aptitude tests in general (EJ 137 783). This questioning is based on a study intended to develop a performance test usable in eighth-grade metalwork classes to supplement interest and aptitude tests in vocational guidance. A group of 74 boys, all taught metalwork by the same teacher, were given an interest inventory, a mechanical aptitude test, and a performance test. The resulting inter-correlations were very low, both between the performance test and the various paper-and-pencil tests, and even among the different paper-and-pencil tests themselves.

> Among several possible explanations, the author is forced to consider the disturbing possibility . . . that the paper-and-pencil tests used to predict mechanical performance do this very poorly. This is suggested by the low levels of correlation between the performance test and the ability tests and the similar low levels between the interest and ability tests themselves. Although [no] explanation can be accepted as definitive, the results of this study suggest the need to re-examine the issue of interest and aptitude testing. (p. 36)

Questions of test validity

Another article of note describes events that occurred in an area vocational school to illustrate how counselors, with the help of a computer, can obtain locally validated test information useful in vocational counseling (EJ 061 297). The validity of using interest inventories with female clients has also been examined (ED 042 194), along with other aspects of counseling women.

Related to the ever-present question of validity is the matter of interpretation. What conclusions can legitimately be drawn from the resulting data, and how trustworthy

are they? Here again, numerous articles offer suggestions and guidelines to help counselors make the best use of test data (for instance, EJ 177 218, EJ 173 245, ED 134 853). It is clear from these articles and the preceding discussion that, while testing may be a science, the interpretation of the findings is more of an art. Counselors' skill, experience in using tests, and knowledge of particular pitfalls can help them inform and stimulate clients without misleading them.

Test interpretation more an art than a science

At the same time, however, the one-to-one test interpretation session is notoriously time-consuming, and various methods have been devised for using audiovisual materials (ED 066 665) or other media to circumvent it. One very innovative university counseling department developed an 8mm sound, color motion picture film to help interpret test scores (EJ 051 329). The film was written in nine separate segments, and it paralleled an actual test-score reporting interview conducted by a counselor in that it contained rapport-building, structuring, discussion, and closing. Students could stop the film at appropriate points to analyze their own scores in terms of the information it presented, then start it again at will.

Innovative approaches to test interpretation

> When the film was tested using 60 male college freshmen subjects, it was found that the media treatment was equally as effective as a live counselor in facilitating subject accuracy of self-knowledge in relation to test results. Moreover, the media treatment was found to be more effective than a live counselor in several instances, whereas in no case was the live counselor treatment superior to the media treatment. As well, the time requirements for each treatment were dramatically different relative to counselor input. The actual amount of counselor time required for each treatment was as

follows: control group (N=60), 50 minutes; live counselor group (N=60), 30 hours; media treatment group (N=60), no counselor time. Finally, it was demonstrated that a media treatment for test score reporting is capable of facilitating subject accuracy of self-knowledge, simulating the presence of a live counselor, and freeing the counselor for professional services other than test score reporting. (p. 189)

The effectiveness of this method is especially interesting when viewed in light of another study (EJ 167 364) which compared the effectiveness of three traditional methods of test interpretation: individual, multiple, and programmed. Individual subjects received counseling in the traditional one-to-one interview setting. Subjects in the multiple condition met in groups of seven to ten; topics most appropriate to the group as a whole were discussed, and individual questions were encouraged. In the programmed condition, counselors distributed interpretive booklets and test results to each client in small groups, then remained in the room for individual consultation. It was found that the individual mode of interpretation had certain advantages over the other two, including the fact that "subjects receiving individual interpretation were significantly more certain of their career choices than were their counterparts in the M [ultiple] or P [rogrammed] treatments" (p. 158-159).

Comparison of methods of test interpretation

If individual consultation is indeed more effective than group discussion, perhaps an individual media-oriented method such as the previously-described film may represent the best of both worlds--a counselor-time-saving, yet individual interpretation method of demonstrated effectiveness.

Conclusion

It should be clear from this discussion that tests can be used for a number of purposes, and administered to either groups or individuals. A number of controversial issues make their administration and interpretation open to question (EJ 066 388); yet evidence supports their usefulness in many settings. While some counselors are disillusioned with the whole standardized testing process, others are still willing to advocate the adoption of complete testing programs (EJ 137 782), and offer suggestions for improved evaluation methods and standards.

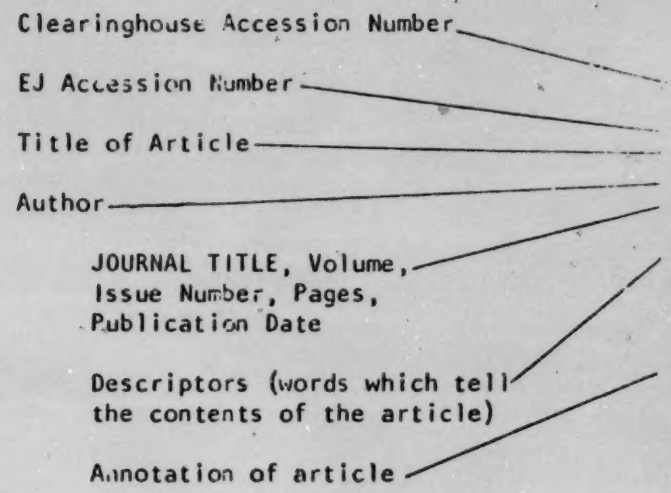
Testing still a matter of controversy

One author who takes a rather dim view of the existing "marriage" between counseling and testing sees hope for improvement only if radical changes take place (EJ 051 328). In addition to suggesting a number of steps to be taken by test authors, publishers, and distributors, he states that counselors must take the initiative in vastly upgrading their skills so as to understand the statistical background of the numbers they sometimes heedlessly toss about. They need to acquire specific local data to help validate tests in their own areas. And they would do well, he feels, to emphasize tests that stimulate self-exploration or group discussion of values, rather than individual scores and comparative numerical rankings.

Clearly, testing is still going on, and so is the controversy. Every day, counselors in schools, agencies, and private practice settings make use of a variety of scores,

rankings, and inventories to counsel, confront, and classify students. Only by becoming thoughtful, informed test-takers as well as test-givers can counselors make the best use of the sometimes misleading, invariably limited, but often enlightening information that tests have to offer.

FORMAT OF
CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)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JOURNAL TITLE, Volume, Issue Number, Pages, Publication Date
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Annotation of article

EJ125694 CG509354
Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and Guidance Journal; 54; 3; 169-171 Nov 75
Descriptors: •Vocational Counseling/ •Information Dissemination/ •Educational Planning/ •Job Placement/ •Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

* Journal articles are available only in the journals cited. The articles are not on microfiche.

Print 89/5/1-179
DIALOG File1: ERIC 66-78/NOV (Item 1 of 179) User1210 71e579

EJ183014 CG514574
Vocational Interest of Minority Disadvantaged Students: Are They Different?
Williams, James H.; Whitney, Douglas
NASPA Journal, 15, 4, 20-6 Spr 78
Reprint Available (See p. vii): UMI
This study was directed to the question: "How do minority students respond to an interest inventory?" If these students show different response patterns, then modifications need to be made in the counseling interpretations of such results or in the instruments. Holland's VPI was administered to 110 Educational Opportunities Program students. (Author/JEL)
Descriptors: *Vocational Interests/ *Interest Tests/ *Test Validity/ *Minority Groups/ *Disadvantaged Youth/ *Vocational Counseling/ Research Projects/ Higher Education/ College Freshmen
Identifiers: *Vocational Preference Inventory

EJ181145 CG514447
A Scale for Assessing Counseling-Orientation Preferences
Loesch, Larry C.; McDavis, Roderick J.
Counselor Education and Supervision, 17, 4, 262-71 Jun 78
Reprint Available (See p. vii): UMI
This article discusses the development, field test, and uses of the counseling-orientation scale (COS), a scale for assessing relative preferences for seven major counseling orientations. Procedures used to develop and validate it are presented. The COS field test, reliability, and normative data are described. (Author)
Descriptors: *Counseling/ *Measurement Instruments/ *Test Reliability/ *Norm Referenced Tests/ *Test Construction/ *Rating Scales/ Research Projects/ Higher Education/ Norms
Identifiers: *Counseling Orientation Scale

EJ180496 TM5031E8
The Validity of the Personal Orientation Inventory for Measuring the Effects of Training for Therapeutic Practice
Fischer, Joel; Knapp, Robert R.
Educational and Psychological Measurement, 37, 4, 1069-74 W 77
Reprint Available (See p. vii): UMI
The effects of training counselors for the core therapeutic conditions of empathy, warmth, and genuineness were studied in terms of increased levels of actualizing as measured by the Personal Orientation Inventory. Results support the discriminant validity of the inventory. (JKS)
Descriptors: *Test Validity/ *Self Actualization/ *Counselor Characteristics/ *Psychological Characteristics/ *Counselor Training/ Social Workers/ Higher Education/ Graduate Students/ Empathy
Identifiers: *Personal Orientation Inventory

EJ177436 CG514113
Evaluation of a Computer-Based Narrative
Sharf, Richard S.
Measurement and Evaluation in Guidance, 11, 1, 50-2 Apr 78
Reprint Available (See p. vii): UMI
A computer-based narrative report integrating results from the Strong Vocational Interest Blank, the Opinion Attitude and Interest Survey, and the Cooperative English Test was compared with a standard profile format. No differences were found between the two methods for male and female. (Author)
Descriptors: *Test Interpretation/ *Interest Tests/ *Computer Oriented Programs/ *Educational Testing/ *Vocational Counseling/ *Evaluation/ College Students/ Research Projects

EJ177370 CG514047
Interpreting Test Results with the Parents of Problem Children
Wandler, Joseph
School Guidance Worker, 33, 4, 35-8 Mar 78
This model analyzes the role of the school psychologist. This role has become a consultation model. Parents share ideas and knowledge, about the child, with the school psychologist and parent contacts. (MFD)
Descriptors: *Counselor Role/ *Psychological Services/ *Consultants/ *Parent School Relationship/ *Parent Participation/ *Test Interpretation/ Models/ School Psychologists/ Elementary Secondary Education/ Professional Services/ Foreign Countries
Identifiers: *Canada

EJ177342 CG514019
Validity of the Self-Disclosure Questionnaire as a Measure of Counselor Effectiveness
Abendroth, Walter R.; And Others
Journal of Counseling Psychology, 24, 6, 534-6 Nov 77
Reprint Available (See p. vii): UMI
Validity of the Self-Disclosure Questionnaire as a measure of counselor effectiveness was investigated. Overall, results failed to support both the concurrent and predictive validity of the SDQ. The behavioral measure of actual self-disclosure was highly correlated with one of the empathy measures. (Author)
Descriptors: *Test Validity/ *Self Expression/ *Empathy/ *Counselor Characteristics/ *Counseling Effectiveness/ Research Projects/ College Students/ Higher Education
Identifiers: *Self Disclosure Questionnaire/ SDQ

DIALOG File1: ERIC 66-78/NOV (Item 7 of 179) User1210 7feb79

EJ177335 CG514012
Validity of Diverse Procedures for Reporting Interest Scores: An Analysis of Longitudinal Data
Hanson, Gary R.; And Others
Journal of Counseling Psychology, 24, 6, 487-93 Nov 77
Reprint Available (See p. vii): UMI
This study compared the criterion-related validity of interest inventories measuring basic types of interests. A significant characteristic of reports based on same-sex norms is they suggest similar vocational options to males and females. The other reporting procedures typically suggest options traditional for a person's sex. (Author)
Descriptors: *Test Validity/ *Vocational Counseling/ *Sex Differences/ *Interest Tests/ Research Projects/ Higher Education/ College Students/ Comparative Analysis/ Norm Referenced Tests/ Criterion Referenced Tests
Identifiers: *Vocational Interest Profile/ *American College Testing Interest Inventory/ VIP/ ACTII

EJ177218 CG513894
Person-Referenced Test Interpretation: A Learning Process
Bradley, Richard W.
Measurement and Evaluation in Guidance, 10, 4, 201-9 Jan 78
Reprint Available (See p. vii): UMI
The relationship between testing and counseling has been called "the marriage that failed." This article presents a form of marriage counseling, that is, a mode of test interpretation, that may assist counselors to utilize test results more effectively in counseling. (Author)
Descriptors: *Test Interpretation/ *Testing Problems/ *Marriage Counseling/ *Test Results/ *Counseling Effectiveness / State Of The Art Reviews/ Counselor Role

EJ176902 AA527708
Big Brother I. Q.
Gilliatt, Michael T.
Clearing House, 51, 4, 166-9 Dec 77
Reprint Available (See p. vii): UMI
Lists four harmful consequences that critics suggest educational testing may have, and in discussing the danger that I.Q. testing may place an indelible stamp of inferiority upon students, this research re-examines the purpose of testing. (Author/RK)
Descriptors: *Intelligence Quotient/ *Intelligence/ *Educational Testing/ *Academic Ability/ *Test Reviews/ *Educational Counseling/ Critical Thinking/ Case Studies (Education)/ Student Evaluation/ Student Attitudes

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EJ175416 CG513815
The Unique Role of the Middle/Junior High School Counselor
ASCA Governing Board
Elementary School Guidance and Counseling, 12, 3, 203-5 Feb 78
Reprint Available (See p. vii): UMI
This position paper describes how the middle/junior high school counselor recognizes the commonalities of the role and function with those of the elementary and secondary work settings. To ensure the fullest development, an effective guidance program must recognize many physiological and psychological differences of adolescents in grades five through nine. (Author)
Descriptors: *Counselor Role/ *Community Support/ *Educational Counseling/ *Test Interpretation/ Junior High Schools/ Models

EJ173245 CG513603
After the Testing Is Over
Miller, Gary M.
Elementary School Guidance and Counseling, 12, 2, 139-43 Dec 77
Reprint Available (See p. vii): UMI
Examines the counselor's responsibility to discover the best ways to effectively use assessment techniques. (Author)
Descriptors: *Elementary School Counseling/ *Counselor Role/ *Psychological Tests/ *Test Interpretation/ *Scores/ *Children / Elementary Education/ State Of The Art Reviews/ Test Results

EJ173206 CG513564
Expanding Vocational Alternatives: Innovative Techniques for Interpreting the SCII
Sodetz, Alan R.; Vinitsky, Michael H.
Vocational Guidance Quarterly, 26, 2, 141-6 Dec 77
Reprint Available (See p. vii): UMI
A developmental orientation toward interpreting Strong-Campbell Interest Inventory profiles is described and Gestalt counseling techniques for processing SCII information are emphasized. (Author)
Descriptors: *Interest Tests/ *Vocational Counseling/ *Occupational Guidance/ *Test Interpretation/ *Career Choice/ *Occupational Choice/ State Of The Art Reviews
Identifiers: *Strong Campbell Interest Inventory

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EJ173205 CG513563
Biases in Counselor Interpretation of the KOIS
Robinson, Daniel C.; Zytowski, Donald G.
Vocational Guidance Quarterly, 26, 2, 131-9 Dec 77
Reprint Available (See p. vii): UMI
Few biases were found in counselor interpretations of a single Kuder Occupational Interest Survey profile attributed to hypothetical persons who differed only in terms of race, sex, and age characteristics. (Author)
Descriptors: *Test Interpretation/ *Counselor Attitudes/ *Discriminatory Attitudes (Social)/ *Bias/ *Occupational Guidance/ Research Projects/ Vocational Counseling
Identifiers: *Kuder Occupational Interest Survey/ KOIS

EJ173157 CG513515
Contribution of Pretesting to Several Measures of Semantic Desensitization Effectiveness
Israel, Allen C.; And Others
Journal of Consulting and Clinical Psychology, 45, 6, 1197-8 Dec 77
Reprint Available (See p. vii): UMI
Snake- or spider-phobic subjects (N=32) were randomly assigned to one of four groups. Subjects receiving semantic desensitization therapy showed less posttest anxiety on the semantic differential than control subjects regardless of testing condition. (Author)
Descriptors: *Desensitization/ *Anxiety/ *Counseling Effectiveness/ *Fear/ *Test Results/ *Behavior Change/ Research Projects/ Psychological Patterns
Identifiers: *Fear Survey Schedule/ FSS

EJ169337 CG513291
Student Civil Rights: What the Counselor Should Know
Menacker, Julius
Personnel and Guidance Journal, 56, 3, 153-7 Nov 77
Reprint Available (See p. vii): UMI
This article identifies three areas of guidance activity that have been subjected to court censure because they involved violations of the civil rights of students. The areas are (a) testing and placement, (b) suspension and expulsion, and (c) student rights of self-expression. The situational examples and related case law are presented for each area. (Author)
Descriptors: *Student Rights/ *Freedom Of Speech/ *Expulsion / *Testing/ *Counselor Role/ *Legal Problems/ Civil Liberties/ Suspension/ Court Litigation/ Constitutional Law/ State of the Art Reviews

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EJ167425 CG513120
Examiner Sex Bias and Wechsler Intelligence Scale for Children Scores
Back, Richard; Dana, Richard H.
Journal of Consulting and Clinical Psychology, 45, 3, 500 Jun 77
The Wechsler Intelligence Scale for Children (excluding Mazes and Digit Span) was administered to 64 third-grade children, randomly selected for IQ. Female examiners elicited higher Full Scale IQ, Verbal IQ, Comprehension, Similarities, and Vocabulary scores from all children. (Author)
Descriptors: *Counselor Role/ *Intelligence Tests/ *Testing Problems/ *Test Reliability/ *Sex Differences/ *Interaction Process Analysis/ Elementary School Students/ Research Projects
Identifiers: *Wechsler Intelligence Scale For Children/ WISC

EJ167364 CG513059
Evaluating Career Counseling Outcome for Three Modes of Test Interpretation
Oliver, Laurel W.
Measurement and Evaluation in Guidance, 10, 3, 153-160 Oct 77
Reprint Available (See p. vii): UMI
This study compared outcome of individual, multiple, and programmed modes of test interpretation of four different vocational tests with content held constant across treatments. Subjects in the individual condition scored significantly higher than subjects in either of the other two conditions on perceived effectiveness of test interpretation. (Author)
Descriptors: *Test Interpretation/ *Counseling Effectiveness / *Vocational Counseling/ *Interest Tests/ *Educational Counseling/ Research Projects/ Comparative Analysis/ College Students

EJ165547 CG512849
Humanism and Testing: Are They Compatible?
Maples, Mary F.
Humanist Educator, 16, 1, 38-43 Sep 77
Reprint Available (See p. vii): UMI
This paper is concerned with the norm-referenced, standardized achievement, aptitude, and intelligence tests that are being administered to elementary and secondary school children in our schools today. Why do school systems continue the use of standardized tests despite all the abuse being heaped on the practice? (Author)
Descriptors: *Humanistic Education/ *Testing/ *Aptitude Tests/ *Achievement Tests/ *Counseling Goals/ Elementary Education/ Secondary Education/ Program Descriptions/ Standardized Tests/ Accountability

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EJ162010 CG512668
The U.S. Employment Service Occupational Test-Development Program
Fantaci, Anthony; And Others
Journal of Employment Counseling, 14, 2, 59-64 Jun 77
The U. S. Employment Service conducts a test-research program for developing testing tools useful in vocational counseling. This article outlines the organization, underlying concepts, accomplishments, and current efforts of the test-research program. (Author)
Descriptors: *Federal Programs/ *Occupational Tests/ *Vocational Counseling/ *Test Validity/ *Job Placement/ *Aptitude Tests/ Task Performance/ Test Bias/ Interest Tests/ State Of The Art Reviews
Identifiers: *Test Development

EJ160212 CG512415
The Counseling Services Assessment Blank: Is It Reliable?
Davidshofer, Charles O.; And Others
Journal of College Student Personnel, 18, 3, 215-218 May 77
The stability of the Counseling Services Assessment Blank (CSAB), a self-report questionnaire measuring client satisfaction with counseling, was investigated by computing test-retest correlations for 56 subjects who completed two CSAB questionnaires separated by one month to two years. (Author)
Descriptors: *Test Reliability/ *Counselor Evaluation/ *Counseling Effectiveness/ *Guidance Centers/ *Test Reviews/ Questionnaires/ Student Research/ Counseling Goals/ Research Projects
Identifiers: *Counseling Services Assessment Blank/ CSAB

EJ158350 CG512216
Strong-Campbell General Occupational Themes: Profiles of Four Academic Divisions
Catron, David W.; Zultowski, Walter H.
Measurement and Evaluation in Guidance, 10, 1, 38-43 Apr 77
Four groups of 40 college seniors, each randomly selected from within one of four academic divisions, completed the Strong-Campbell Interest Inventory. Significant differences were found among the divisions on each of the Strong-Campbell General Occupational Themes. (Author)
Descriptors: *Interest Tests/ *Vocational Counseling/ *Test Reviews/ *Occupational Tests/ *Vocational Interests/ College Students/ Research Projects/ College Majors
Identifiers: *Strong Campbell Interest Inventory/ SCII

Microcounseling Skill Discrimination Scale: A Methodological Note
Stokes, Joseph; Romer, Daniel
Journal of Counseling Psychology, 24, 3, 238-239 May 77
Absolute ratings on the Microcounseling Skill Discrimination Scale (MSDS) confound the individual's use of the rating scale and actual ability to discriminate effective and ineffective counselor behaviors. This note suggests methods of scoring the MSDS that will eliminate variability attributable to response language and improve the validity of the instrument. (Author)
Descriptors: *Rating Scales/ *Counseling Effectiveness/ *Microcounseling/ *Counselor Training/ *Test Validity/ *Discrimination Learning/ Research Projects/ Measurement Techniques/ Scoring
Identifiers: *Microcounseling Skill Discrimination Scale/ MSDS

EJ156826 CG512163
The Challenge to Testing
Cassie, J. R. Bruce
School Guidance Worker, 32, 4, 20-24 Mar 77
Critics of testing have raised relevant issues about the use of tests. Most concerns relate to abuses made in construction, selection, administration, scoring, and interpretation of standardized tests. The educator could respond by deciding not to use tests. Unfortunately, this cure would be worse than the disease itself. (Author)
Descriptors: *Testing Problems/ *Student Testing/ *Test Bias / *Test Construction/ *Educational Responsibility/ *Student Development/ Elementary Secondary Education/ State Of The Art Reviews/ Educational Assessment/ Counselor Role

EJ154663 CG511898
A Model for Improving Students' Test Experience Through Small Groups
Kandor, Joseph R.; And Others
Measurement and Evaluation in Guidance, 9, 4, 178-180 Jan 77
A model is presented that counselors in small groups may use to improve students' test-taking skills and motivation and to enhance students' self-knowledge and decision-making ability through better test interpretation. (Author)
Descriptors: *Group Counseling/ *Response Style (Tests)/ *Test Wiseness/ Counseling Programs/ Program Descriptions/ Models/ Testing Problems

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EJ158340 CG512206

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EJ153379 CG511801
Further Evidence of the Factorial Validity of the Service Outcome Measurement Form
Vandergoot, David
Rehabilitation Counseling Bulletin, 20, 2, 144-146 Dec 76
This study presents a cluster analysis of the Service Outcome Measurement Form (SOMF). The derived clusters resembled the originally intended structure more closely than an earlier factor analysis of a large sample. These results support factorial validity of the SOMF as an outcome and counselor effectiveness measure. (Author)
Descriptors: *Test Validity/ *Counseling Effectiveness/ *Evaluation Methods/ Cluster Analysis/ Rehabilitation Counseling/ Research Projects
Identifiers: *Service Outcome Measurement Form/ SOMF

EJ151091 CG511652
Factor Content of the Hill Interaction Matrix--Form B
Drummond, Robert J.; McIntire, Walter G.
Together, 1, 2, 63-67 F 76
Investigates the construct validity of the Hill Interaction Matrix--Form B, a 64-item instrument designed to assess preferred modes of interaction in group settings. A factor analysis was performed by using 134 subjects. Results indicate that the items and the conceptual format are appropriate. (Author)
Descriptors: *Interaction Process Analysis/ *Test Validity/ *Group Counseling/ *Test Construction/ *Group Relations/ Group Dynamics/ Research Projects/ Factor Analysis
Identifiers: *Hill Interaction Matrix Form B

EJ151021 CG511582
Preparation Time and Sex in Test Interpretation
Williams, Vernon
Canadian Counsellor, 10, 3, 105-109 Apr 76
Subjects (N=22) completing a master's degree in counseling with prior counseling experience served as client and counselor under two different conditions. Of six hypotheses, the one confirmed held that when more prepared, the counselor would communicate in "expert" fashion; when less prepared, in equalitarian fashion. (Author)
Descriptors: *Sex Differences/ *Counselor Performance/ *Counselor Training/ *Test Interpretation/ *Time Factors (Learning)/ *Helping Relationship/ Research Projects/ Higher Education/ Graduate Students

EJ149907 CG511433
Predicting Length of Stay in the Job Corps
Peer, Gary G.
Journal of Employment Counseling, 13, 4, 164-172 Dec 76
Isolated psychosocial variables having predictive value regarding enrollee length of stay in a Job Corps training center. The Stanford Achievement Test's paragraph-meaning subtest was a predictor to the dependent measure and paragraph meaning and the manifest-aggression subscale from the Jesness inventory formed the strongest set of multiple predictor variables. (Author)
Descriptors: *Employment Counselors/ *Job Tenure/ *Employment Potential/ *Predictor Variables/ *Test Validity/ Research Projects/ Test Interpretation
Identifiers: *Job Corps

EJ145607 TM502418
Level of School Counselor Actualizing and Student Perception of Guidance Services: Further Validation of the Personal Orientation Inventory
Weinrach, Stephen G.; Knapp, Robert R.
Educational and Psychological Measurement, 36, 2, 501-4 Sum 76
Significant correlations were obtained between student ratings of the effectiveness of the guidance program and Personal Orientation Inventory scales of Time Competence and Spontaneity. Thus, the more actualizing the counselor as measured by POI, the more likely the students were to assign high ratings to the school guidance program. (Author/DEP)
Descriptors: *Grade 11/ *Program Effectiveness/ *Counselor Characteristics/ *Student Attitudes/ *Test Validity/ Student Evaluation/ Guidance Programs/ Personality Tests/ Secondary Education
Identifiers: *Personal Orientation Inventory/ Guidance Program Evaluation Student Survey

EJ144236 CG510770
Attitudes of Therapists Varying in Community Mental Health Ideology and Democratic Values
Del Gaudio, Andrew C.; And Others
Journal of Counsulting and Clinical Psychology, 44, 4, 646-654 Aug 76
The purpose of this study was to investigate the relationship between therapists' scores on the Community Mental Health Ideology Scale and the Democratic Values Scale and their ratings of patient case histories on a number of attitudinal dimensions. Results are presented. (Author)
Descriptors: *Attitudes/ *Therapists/ *Tests/ *Social Values / *Counselor Acceptance/ *Helping Relationship/ Research Projects/ Psychotherapy/ Political Attitudes/ Community Health Services

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EJ142697 CG510676
Examining the Master's Oral Exam in Counseling
Mabry, Kemp
College Student Journal, 10, 2, 119-120 Sum 76
At Georgia Southern College a study of faculty time expended in the master's oral examination in counseling revealed written tests could save 680 faculty hours at the 89 percent success rate (almost 50 hours per year). The oral could be retained as an option for some students. (Author)
Descriptors: *College Faculty/ *Masters Degrees/ *Counselor Training/ *Testing Problems/ *Verbal Tests/ *Test Construction / Research Projects/ Graduate Students/ Higher Education

EJ142680 CG510659
Comparative Impact of the SCII and the Vocational Card Sort on Career Salience and Career Exploration of Women
Cooper, Jacqueline Fribush
Journal of Counseling Psychology, 23, 4, 348-352 Jul 76
Effects of the Strong-Campbell Interest Inventory (SCII), Vocational Card Sort (VCS), and Auxiliary Informative Material (AIM) were examined in relation to (a) number and type of career options considered; (b) frequency and variety of information-seeking behaviors; (c) career salience; and (d) satisfaction with the career exploration experience. Results are discussed. (Author)
Descriptors: *Interest Tests/ *Career Exploration/ *Females/ *Test Bias/ *Vocational Counseling/ Comparative Analysis/ Research Projects/ College Students/ Working Women/ Career Awareness/ Higher Education
Identifiers: *Strong Campbell Interest Inventory (SCII)/ *Vocational Card Sort (VCS)

EJ137786 CG510286
Testing--Present and Future
Leitch, Colin
School Guidance Worker, 31, 4, 48-54 Mar 76
The author describes the testing efforts of Student Services in his school in the light of financial cutbacks, public demand for accountability, student demand for relevance and student apathy toward the counseling center. (Author/HMV)
Descriptors: *Testing Programs/ *Student Personnel Services/ *Guidance Counseling/ *Student Testing/ *Standardized Tests/ Program Descriptions/ Secondary Education/ Evaluation Methods

EJ137784 CG510284
Testing Non-mainstream Students in Canadian Schools
Samuda, Ronald J.
School Guidance Worker, 31, 4, 37-41 Mar 76
The issue addressed in this paper deals with the extent to which the general use of tests by well-meaning counselors maybe harmful in its implications when applied to student populations who do not fit the mainstream cultural pattern. (Author)
Descriptors: *Minority Groups/ *Test Bias/ *Testing Problems / *Counseling/ *Cultural Factors/ Testing/ Elementary Secondary Education/ State Of The Art Reviews

EJ137783 CG510283
Interest and Aptitude Tests--Are They Significant?
Kerr, Lorne J.
School Guidance Worker, 31, 4, 33-36 Mar 76
This article describes a performance test designed by the author that measures the student's ability in the completion of a mechanical task and seriously questions the validity of written interest and aptitude tests. (HMV)
Descriptors: *Aptitude Tests/ *Interest Tests/ *Test Validity/ *Test Reliability/ *Vocational Counseling/ Research Projects/ Testing Problems/ Junior High Schools/ Counseling

EJ137782 CG510282
Testing: Yes or No, Not Maybe
Morris, Joan
School Guidance Worker, 31, 4, 29-32 Mar 76
The author maintains that guidance counselors must make a definite commitment to a complete testing program. He also proposes that special workshops be offered to update counselors on testing programs in the secondary schools. (Author/HMV)
Descriptors: *Guidance Counseling/ *Testing Programs/ *Evaluation Methods/ *Counselor Role/ State Of The Art Reviews / Counseling/ Secondary Education

EJ137781 CG510281
Can Counsellors Use Tests Effectively?
Safran, Carl
School Guidance Worker, 31, 4, 23-27 Mar 76
In the first part of this paper, the author discusses trends and problems facing the counseling profession. The second part deals with the technical use of tests. (Author/HMV)
Descriptors: *Counseling/ *Testing/ *Student Testing/ *Futures (Of Society)/ State Of The Art Reviews/ Counselor Performance/ Elementary Secondary Education

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EJ135775 CG510052
Further Exploration of the 16-PF and Counselor Effectiveness
Forster, Jerald R.; Hamburg, Ronald L.
Counselor Education and Supervision, 15, 3, 184-187 Mar 76
This study reexamines the relationship between the Sixteen-Personality Factor (16-PF) Questionnaire and counselor performance ratings. Results of this study and the reanalysis of previous studies indicate that it would not be advisable at this time for counselor educators to identify or predict effective counselors on the basis of the 16-PF. (Author)
Descriptors: *Test Validity/ *Counselor Performance/ *Counseling Effectiveness/ *Evaluation Methods/ *Student Evaluation/ Counselor Training/ Practicums/ Research Projects
Identifiers: *Sixteen Personality Factor Questionnaire (16-PF)

EJ135347 TM502129
A Preliminary Validation of an Instrument to Measure the Degree of Counselor Restrictive-Nonrestrictive Cognitive Orientation
Seay, Thomas A.; Riley, F. Terrill
Educational and Psychological Measurement, 35, 4, 921-8 Win 75
Counselor trainees in different phases of a training program designed to produce open and humanistic counselors were compared on the Counselor R Scale. The Rokeach Dogmatism Scale was included for analysis, since it was thought to be a component of the restrictive-nonrestrictive dimension. (Author/BJG)
Descriptors: *Locus of Control/ *Test Validity/ *Rating Scales/ *Counselor Training/ *Counselor Characteristics/ Personality Assessment/ Personality Tests/ Counselor Evaluation
Identifiers: *Counselor R Scale

EJ134274 CG509900
Differential Perception of Counselor Behavior
LaCrosse, Michael B.; Barak, Azy
Journal of Counseling Psychology, 23, 2, 170-172 Mar 76
This study investigated questions raised by previous research by Barak and LaCrosse regarding perceptions of counselor behavior. Different groups of subjects viewed interviews and rated them on 36 bipolar items (Counselor Rating Form). Results indicated that the perceived dimensions were reliable as measured by the Counselor Rating Form. (Author)
Descriptors: *Counselor Evaluation/ *Evaluation Methods/ *Test Validity/ *Perception/ *Interaction Process Analysis/ Counseling/ Measurement Techniques/ Research Projects/ Counselor Attitudes
Identifiers: *Counselor Rating Form

EJ127379 CG509402
Predicting Success in Vocational Training By Using the GATB
Hanners, Ethele F.; Bishop, Thomas D.
Journal of Employment Counseling, 12, 2, 59-65 Jun 75
This study examined the relationship between the General Aptitude Test Battery (GATB) and class performance of eleventh- and twelfth-grade high school students enrolled in the Current River Area Vocational School, Doniphan, Missouri. Results of the project should help in counseling prospective trainees toward trade or shop areas and tentative vocational planning. (Author)
Descriptors: *Vocational Counseling/ *Career Planning/ *Predictive Ability (Testing)/ *Test Reliability/ Secondary Education/ Research Projects/ Occupational Guidance/ Counseling
Identifiers: *General Aptitude Test Battery (GATB)

EJ127283 CE504060
Challenge Exam in Interpersonal Skills
Eggert, Leona L.
Nursing Outlook, 23, 11, 707-10 Nov 75
Descriptors: *Nurses/ *Student Evaluation/ *Equivalency Tests/ *Test Construction/ *Counselor Role/ Interpersonal Relationship/ Test Results/ Video Tape Recordings

EJ125081 TM501766
Comparison of the Standard MMPI and the Mini-Mult in a University Counseling Center
Simono, R. B.
Educational and Psychological Measurement, 35, 2, 401-4 Sum 75
Explores the usefulness of a short version of the Minnesota Multiphasic Personality Inventory (Mini-Mult) in a university counseling center as well as determines whether earlier results of investigations of the Mini-Mult could be replicated with a sample of college males and females demonstrating no gross abnormalities. (RC)
Descriptors: *Personality Tests/ *College Students/ *Counseling Centers/ *Test Reliability/ Comparative Analysis/ Test Validity/ Screening Tests
Identifiers: Mini Mult/ Minnesota Multiphasic Personality Inventory

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EJ117566 EA506074
Counseling: Behavior Modification
Nation's Schools and Colleges, 2, 5, 22-23 May 75
The University of Wisconsin at Madison offers free counseling sessions to help take the trauma out of taking tests. (Author/MLF)
Descriptors: *Tests/ *Response Style (Tests)/ *Anxiety/ *Counseling Services/ *Behavior Change/ Performance Factors/ Higher Education

EJ117476 CS706742
The Standardized Test: To Be Or Not To Be
Haugh, Oscar
English Journal, 64, 3, 53-5 Mar 75
Descriptors: *Standardized Tests/ *Testing Problems/ *Test Validity/ *Guidance Counseling/ *Test Reliability/ English Curriculum/ Teaching Methods

EJ117124 CG508520
Variations in the Administration of the Self-Directed Search, Scoring Accuracy, and Satisfaction With Results
Christensen, Kathleen C.; And Others
Journal of Counseling Psychology, 22, 1, 12-16 Jan 75
This study examined the effects of the test administrator's attitudes toward Holland's Self-Directed Search, the size of the group taking the instrument, and whether or not monitors were used during the administration on both self-scoring accuracy and satisfaction with results. Only monitoring reduced self-scoring errors, and none affected satisfaction. (Author)
Descriptors: *Test Results/ *Vocational Counseling/ *Testing / *Self Evaluation/ *Scoring/ Research Projects/ Individual Characteristics/ Theories/ Test Validity/ Test Reliability
Identifiers: *Holland Self Directed Search (SDS)

EJ115613 CG508536
Can You Charge High School Students for Testing?
Hart, Ronald M.
School Guidance Worker, 30, 4, 4-8 Apr 75
Describes a comprehensive testing program for secondary level which is charged to the students. (HMV)
Descriptors: *Testing/ *Counseling Programs/ *Program Costs/ High School Students/ Secondary Education/ State Of The Art Reviews

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EJ113915 CG508346
Knowledge of the World of Work: A Test of Occupational Information for Young Men
Kohen, Andrew I.; Breinich, Susan C.
Journal of Vocational Behavior, 6, 1, 133-144 Feb 75
The study evaluates a test of occupational information administered to a national sample of 5000 young men in 1966, as part of the National Longitudinal Surveys of employment behavior. The measurement instrument is judged to exhibit desirable characteristics in terms of internal consistency reliability, discriminatory power, and level of difficulty. (Author)
Descriptors: *Males/ *Test Reliability/ *Predictive Validity / *Occupational Information/ *Vocational Counseling/ Research Projects/ Career Choice/ Measurement Instruments
Identifiers: *Knowledge Of The World Of Work (KWW)

EJ110593 CG508221
Validity and Reliability of the School Counselor Attitude Inventory
Baker, Stanley B.; Slakter, Malcolm J.
Measurement an4 Evaluation in Guidance, 7, 4, 239-242 Jan 75
The investigations reported in this article serve a dual purpose. First, validity and reliability data relative to the School Counselor Attitude Inventory (SCAI) are presented for the users of that instrument. Secondly, those who share an interest in tests and measurement may find the presentation instructive. (Author)
Descriptors: *Test Reliability/ *Test Validity/ *Attitude Tests/ *Counselor Attitudes/ *Predictive Ability (Testing)/ Research Projects/ Measurement Instruments
Identifiers: *School Counselor Attitude Inventory (SCAI)

EJ108968 CG508202
Videotapes for Teaching about Tests
Miller, Gary M.
Counselor Education and Supervision, 14, 2, 146-147 Dec 74
Describes a series of videotapes prepared for counselor training on the subject of using tests and test results. (PC)
Descriptors: *Counselor Training/ *Video Tape Recordings/ *Test Results/ *Test Selection/ *Instructional Innovation/ Program Descriptions/ Methods

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EJ108963 CG508197
The Counselor Evaluation Rating Scale: A Valid Criterion of Counselor Effectiveness?
Jones, Lawrence K.
Counselor Education and Supervision, 14, 2, 112-116 Dec 74
The validity of recent recommendations regarding the use of certain factors of the 16 Personality Factor Questionnaire (16PF) to select persons for counselor training programs, where the CERS was the criterion measure, is challenged. (Author)
Descriptors: *Counseling Effectiveness/ *Rating Scales/ *Evaluation Methods/ *Test Validity/ *Criterion Referenced Tests/ Research Projects/ Graduate Students
Identifiers: *Counselor Evaluation Rating Scale (CERS)

EJ108846 CG508080
Current Perceptions and Practices of Charging Fees in College and University Counseling Centers
Hurst, James C.; And Others
Journal of Counseling Psychology, 21, 6, 532-535 Nov 74
A questionnaire that assessed the practice of charging special fees for counseling, testing, and outreach programs was sent to directors of university counseling centers. Charging fees for counseling services is a practice of 4 percent of the respondents, while fees for testing has increased from 11 percent to 34 percent over a 10-year period. (Author)
Descriptors: *Counseling Services/ *Fees/ *Testing/ *Administrator Attitudes/ *Costs/ Research Projects/ Questionnaires/ College Programs/ Higher Education

EJ107201 CG507942
Hierarchies for Desensitization of Test and Speech Anxieties
Deffenbacher, Jerry L.
Journal of College Student Personnel, 15, 6, 452-454 Nov 74
Systematic desensitization is described as an effective method for reducing test and speech anxieties in college students. Two standardized hierarchies, one for test anxiety, are presented to minimize problems in hierarchy construction. (Author)
Descriptors: *Anxiety/ *Desensitization/ *Test Wiseness/ *Speech Improvement/ *Counseling/ Research Projects/ College Students/ Organization/ Counseling Goals/ Behavior Change

EJ107175 CG507916
Faculty Attitudes Toward Standardized Testing
Cormany, Robert B.
Measurement and Evaluation in Guidance, 7, 3, 188-194 Oct 74
The purpose of this study was to examine the attitudes of teachers and counselors in Pennsylvania public schools toward the use of standardized tests. (Author)
Descriptors: *Tests/ *Teacher Attitudes/ *Standardized Tests / *Counselor Attitudes/ Attitudes/ Secondary School Teachers
Identifiers: *Project TALENT

EJ107174 CG507915
The Development of a Criterion Instrument for Counselor Selection
Remer, Rory; Sease, William
Measurement and Evaluation in Guidance, 7, 3, 181-187 Oct 74
A measure of potential performance for counselors is needed as an adjunct to the information presently employed in selection decisions. One possible method of developing such a potential performance criterion and the steps taken in attempting to validate it are discussed. (Author)
Descriptors: *Counselor Selection/ *Criterion Referenced Tests/ *Measurement Techniques/ *Test Construction/ Guidance Personnel

EJ107170 CG507911
Know the Score Before the Game Begins
Lyman, Howard B.
Measurement and Evaluation in Guidance, 7, 3, 150-155 Oct 74
It is important for counselors to understand the problems involved in testing students and also how to properly evaluate test results. This article discusses both areas. (HMV)
Descriptors: *Test Interpretation/ *Tests/ *Counseling Services/ Student Testing/ Scoring Formulas/ Student Personnel Services/ Intelligence Tests

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EJ102359 CG507624
Uses of Prediction in Secondary Schools
Herman, Al; Gallo, Joseph G.
Canadian Counsellor, 7, 4, 232-240 Oct 73
Predictive validity of the Differential Aptitude Test (DAT) was investigated by comparing the DAT scores obtained by students in Grade 9 against their achievement in Grade 12 departmental examinations. Results indicated that the DAT has good predictive power and can be used effectively on a selective basis for counseling and predictive purposes in high schools. (Author)
Descriptors: *Predictive Validity/ *Test Results/ *Secondary School Students/ *Counseling/ *Achievement/ Research Projects/ Testing/ Test Validity
Identifiers: *Differential Aptitude Test (DAT)

EJ102279 CG507537
Effect of Personality Type in Reducing Specific Anxiety with Behavioral and Psychodynamic Therapy
Horne, Arthur M.
Journal of Counseling Psychology, 21, 4, 340-341 Jul 74
Investigates the effects of personality types on the effectiveness of various treatment procedures in reducing test anxiety. Fails to support previous studies in which group application of counseling techniques reduced anxiety more than did a study skills group. (Author/PC)
Descriptors: *Personality/ *Anxiety/ *Therapy/ *Behavioral Counseling/ *Test Wiseness/ Research Projects/ Individual Characteristics

EJ099190 CG507409
The Use of Example-Anchored Scales of Interpersonal Functioning to Assess Rehabilitation Counseling
Richardson, Bill K.; And Others
Rehabilitation Counseling Bulletin, 17, 4, 188-196 Jun 74
The purpose of this study was to develop and evaluate example-anchored scales based on three Carkhuff dimensions of interpersonal functioning for use in vocational rehabilitation counseling settings. A tentative equating study of the example-anchored and Carkhuff scales produced correlations ranging from .70 to .80. (Author/HMV)
Descriptors: *Rating Scales/ *Behavior Rating Scales/ *Measurement Techniques/ *Test Reliability/ *Rehabilitation Counseling/ Vocational Counseling/ Validity/ Analysis of Variance

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EJ097604 CG507149
Career Counseling: A Review of Major Approaches
Crites, John O.
Counseling Psychologist, 4, 3, 3-32 74
Crites makes a multi-attribute comparison of five approaches to career counseling (trait and factor, client-centered, psychodynamic, developmental, and behavioral). Attributes discussed are diagnosis, process outcomes, interview techniques, test interpretation, and use of occupational information. Responses by L. Vetter, L. W. Harmon, L. Jacobs, J. L. Kapelusch, T. J. Meyer, and Y. R. Porter follow Crites' article. (EAK)
Descriptors: *Counseling Theories/ *Vocational Counseling/ *Test Interpretation/ *Occupational Information/ *Interviews/ Educational Diagnosis/ Decision Making/ Work Attitudes/ Sex Differences/ Labor Market

EJ091008 CG506791
An Examination of the Validity of the Self-Directed Search for Writers
Hollifield, John H.
Measurement and Evaluation in Guidance, 6, 4, 247 Jan 74
The author briefly discusses the results of Holland's Self-Directed Search (SDS), taken by 20 writers, as supportive of the validity of the SDS as a vocational guidance instrument. (RP)
Descriptors: *Occupational Guidance/ *Vocational Counseling/ *Research/ *Test Results/ Vocational Interests/ Test Validity/ Vocational Followup
Identifiers: *Hollands Self Directed Search

EJ091003 CG506786
Sex Bias in Educational Measurement: Fact or Fiction?
Tittle, Carol Kehr
Measurement and Evaluation in Guidance, 6, 4, 219-225 Jan 74
The author discusses educational achievement tests and vocational interest blanks, focusing on the subject of sex bias and its elimination. (RP)
Descriptors: *Sex Discrimination/ *Vocational Counseling/ *Test Bias/ *Testing Problems/ *Measurement/ Achievement Tests / Interest Tests/ Vocational Interests/ Counselor Role/ Research Problems

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EJ091002 CG506785
Some Guidelines for Reducing Systematic Biases in the Delivery of Vocational Services.
Holland, John L.
Measurement and Evaluation in Guidance, 6, 4, 210-217 Jan 74
This article proposes a general perspective for thinking about sex bias in the delivery of vocational guidance in order to suggest revisions in current practices and social actions as well as new directions for research. Biases in employment practices, media, or curricular materials are not dealt with. (Author/RP)
Descriptors: *Vocational Counseling/ *Sex Discrimination/ *Research Problems/ *Test Bias/ *Counselor Role/ Occupational Guidance/ Counseling Services/ Bias/ Guidelines

EJ090982 CG506765
Vocational Relevance As A Factor In Counseling
Foreman, Milton E.; James, Leonard E.
Journal of Counseling Psychology, 20, 1, 99-100 Jan 73
This study determined whether the estimation accuracy of clients engaged in individual counseling, group counseling, and control conditions improved more on test scales of high rather than those of low or intermediate vocational relevance. The results indicated no differences in the estimation accuracy at any level of vocational relevance. The categorization of test scales by vocational relevance did not advance estimation accuracy as a criterion of vocational counseling outcome. (Author)
Descriptors: *Relevance (Information Retrieval)/ *Vocational Counseling/ *Test Results/ *Test Interpretation/ *Career Planning/ Individual Counseling/ Group Counseling/ Interest Tests/ Psychological Tests/ College Students

EJ090907 CG506680
Systematic Desensitization Of Test Anxiety: A Comparison Of Group And Individual Treatment
Scissons, Edward H.; Njaa, Lloyd J.
Journal of Consulting And Clinical Psychology, 41, 3, 470 Dec 73
The results indicate the effectiveness of both individual desensitization and group desensitization in the treatment of high test anxiety. More research is needed in comparing the effectiveness of group desensitization and individual desensitization with intratreatment variables. (Author)
Descriptors: *Anxiety/ *Desensitization/ *Individual Counseling/ *Group Therapy/ *Tests/ Progressive Relaxation/ College Students/ Standardized Tests/ Fear/ Pretesting

EJ087459 CG506424
Automated Short-Term Desensitization
Suinn, Richard M.; And Others
Journal of College Student Personnel, 14, 6, 471-475 Nov 73
The purpose of this research was to demonstrate that an audiotape desensitization treatment procedure, administered over a 19-day period, would be an effective means of treating test-taking anxiety. Subjects were students seeking treatment from a university counseling center. Results indicated that the treated subjects showed significant subjective and behavioral gains from treatment, which were retained over a six month follow-up period. (Author)
Descriptors: *Desensitization/ *Anxiety/ *Test Wiseness/ *Behavior Change/ *Behavioral Counseling/ Affective Behavior/ Operant Conditioning/ Testing/ Followup Studies/ Post Testing/ College Students/ Counseling Centers

EJ085709 CG506354
Validation Of Counselor Social Reinforcement And Persuasion Scales
Packwood, Virginia M.; And Others
Journal of Counseling Psychology, 20, 5, 491-492 Sep 73
The validity of the scales, based on an interaction model that rates the client response and the counselor behavior, was assessed by using interviews from two counselors, one trained to offer reinforcing counseling and the other trained to offer persuasive counseling. The mean rating for the two counselors on each scale was statistically significantly different. (Author)
Descriptors: *Behavior Rating Scales/ *Test Validity/ *Social Reinforcement/ *Persuasive Discourse/ *Counselor Training/ Reinforcement/ Verbal Communication/ Interviews

EJ085674 CG506319
Relationships Between SVIB Nonoccupational Scales and Achievement for Six Holland Personality Types
Hountras, Peter T.; And Others
Journal of Vocational Behavior, 3, 2, 195-208 Apr 73
The subjects were 432 male freshmen at the University of North Dakota who completed the Vocational Preference Inventory and the Strong Vocational Interest Blank. Backward stepwise multiple regression was used to determine the relationships of eight SVIB nonoccupational scales to first semester GPA for the total research population and for each Holland personality type. (Author)
Descriptors: *Vocational Counseling/ *Occupational Surveys/ *Test Validity/ *Achievement Rating/ *Grade Point Average/ College Students/ Correlation
Identifiers: Strong Vocational Interest Blank/ Hollands Vocational Preference Inventory

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EJ085670 CG506315
Empirical Derivation of SVIB-Holland Scales: A Brief Report
Matteson, Michael T.; And Others
Journal of Vocational Behavior, 3, 2, 163-166 Apr 73
The Strong Vocational Interest Blank responses of 93 students were used to construct six empirical scales similar to the scales of Holland's Vocational Preference Inventory. Correlation of scale scores with VPI scores suggested that meaningful estimates of VPI profiles are obtainable by scoring selected SVIB items. (Author)
Descriptors: *Test Validity/ *Item Analysis/ *Correlation/ *Career Choice/ *Vocational Counseling/ College Students/ Rating Scales
Identifiers: Strong Vocational Interest Blank/ Hollands Vocational Preference Inventory

EJ084215 CG506256
Microcounseling: Techniques In Assessing Clients; Attitudes Toward Guidance Tests
Miller, C. Dean; And Others
Counselor Education and Supervision, 13, 1, 14-22 Sep 73
Microcounseling techniques were used to train naive college students interested in counseling to assess clients' attitudes toward guidance tests. Findings were consistent with the results of other microcounseling studies. Individual differences among trainees were noted and comparisons made between the trainees' own ratings, judges' ratings, and clients' rating of trainees. (Author)
Descriptors: *Tests/ *Attitudes/ *Microcounseling/ *Counselor Training/ *Interviews/ Video Tape Recordings/ Guidance Objectives

EJ077613 JC500499
The CLEP Seminar
Allan, Henry C., Jr.
Community College Frontiers, 1, 2, 19-21 Spr 73
Presents a program for preparing mature men and women for the General Examinations of the College-Level Examination Program. (RK)
Descriptors: *Adult Counseling/ *Adult Education/ *Adult Education Programs/ Community Colleges/ *Seminars/ Student Needs/ Test Results/ *Test Wiseness

EJ071004 CG505419
Some Useful Tests for Marriage Counseling
Phillips, Clinton E.
Family Coordinator, 22, 1, 43-53 Jan 73
Many who do marriage counseling are unaware of the vast amount of test materials which are available to them or of those tests which might well aid them and their clients in the process of counseling. Some widely used tests in marriage, family, and premarital counseling are discussed, and resources are listed. (Author)
Descriptors: *Adult Counseling/ *Evaluation/ Family Counseling/ Interpersonal Relationship/ Marital Instability/ *Marriage Counseling/ *Personality Assessment/ *Tests

EJ068874 CG505129
Effects of Interpreter Credibility and Discrepancy Level of Results on Responses to Test Results
Binderman, Raymond M.; And Others
Journal of Counseling Psychology, 19, 5, 399-403 Sep 72
Results of this study provided some support for previous studies that reported differential relationships for different levels of credibility between amount of self report change and discrepancy of test results with self concept. (Author)
Descriptors: *Counselor Acceptance/ *Counselor Performance/ Psychological Tests/ *Self Concept/ *Self Evaluation/ *Test Results

EJ058094 CG505128
Comparison of Satisfied and Dissatisfied Users of Holland's Self-Directed Search
Collins, Anne M.; Sedlacek, William E.
Journal of Counseling Psychology, 19, 5 Sep 72
This study provides some evidence that individuals may find the Self Directed Search differentially satisfactory in vocational counseling. (Author)
Descriptors: College Freshmen/ *Counseling Effectiveness/ *Occupational Guidance/ *Self Evaluation/ *Tests/ *Vocational Counseling

EJ067404 CG505011
OVIS-A Nonpredicting Device
D'Costa, Ayres G.
Measurement and Evaluation in Guidance, 5, 3, 411-414 Oct 72
The Ohio Vocational Interest Survey was designed to serve primarily as an occupational exploration device for high school students. The OVIS profile presents measured interests alongside vocational plans and thus facilitates an individual learning process with which the counselor can assist. OVIS emphasizes a marriage between testing and counseling. (Author)
Descriptors: High School Students/ *Measurement Instruments/ Prediction/ *Testing/ *Tests/ *Vocational Counseling

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EJ066391 CG505020
Testing and Counseling: Fact and Fancy
Wesman, Alexander G.
Measurement and Evaluation in Guidance, 5, 3, 397-402 Oct 72
In replying to Leo Goldman's charge that tests and counseling have failed to come help one another, the author argues that at least tests provide the counselor and student with information not ordinarily obtained in other ways. (Author/BY)
Descriptors: *Counseling/ *Counselor Performance/ Counselors / *Information Utilization/ Test Interpretation/ *Testing

EJ066389 CG505014
Can This Marriage Be Saved?
Wysong, H. Eugene
Measurement and Evaluation in Guidance, 5, 3, 424-425 Oct 72
A successful marriage between counseling and testing must be based on mutual beliefs and expectations. AMEG can provide test users and test specialists with a means for agreement on some realistic expectations for the marriage between counseling and testing. (Author)
Descriptors: *Counseling/ *National Organizations/ *Test Results/ *Testing/ Testing Programs

EJ066388 CG505013
Its' Time to Put Up or Shut Up
Goldman, Leo
Measurement and Evaluation in Guidance, 5, 3, 420-423 Oct 72
Tests and measurement have fallen short of the contributions to counseling expected of them. The writer takes the position that inadequacies of both the tests and counselors are responsible and that major changes are needed if tests are to continue to have a place in the counseling process. (Author)
Descriptors: *Counseling/ *Counselor Role/ *Measurement/ *Measurement Goals/ Testing/ *Tests

EJ066387 CG505009
The Basis for a Lasting Relationship Between Tests and Counseling
Layton, Wilbur L.
Measurement and Evaluation in Guidance, 5, 3, 403-407 Oct 72
Goldman's conception of the relationship between tests and counseling based on his remarks in an article in volume 4 of this journal is rejected because of the surplus meaning in the marriage analogy. (Author)
Descriptors: *Counseling/ *Counselor Role/ *Test Interpretation/ *Testing/ *Tests

EJ066050 CG505015
Tests and Developmental Career Guidance: The Untried Relationship
Prediger, Dale
Measurement and Evaluation in Guidance, 5, 3, 426-429 Oct 72
The article emphasizes the importance of using tests in the context of a developmental career guidance program and the responsibilities of test publishers for helping counselors convert test scores to counseling information. (Author)
Descriptors: Counseling/ *Decision Making/ *Occupational Guidance/ Test Interpretation/ Testing/ *Tests/ *Vocational Counseling/ *Vocational Development

EJ066049 CG505012
The Career Planning Program-More than a Test Battery
Hanson, Gary R.; Cole, Nancy S.
Measurement and Evaluation in Guidance, 5, 3, 415-419 Oct 72
In response to Goldman's allegation in volume 4 of this journal that testing and counseling are not complementary, the author describes the Career Planning Program which represents one attempt to improve the relationship between tests and counseling. (Author)
Descriptors: *Career Planning/ Counseling/ *Counselor Role/ Testing/ Testing Programs/ *Tests/ *Vocational Counseling

EJ065867 CG505010
The Minnesota Vocational Interest Inventory
Clark, Kenneth E.
Measurement and Evaluation in Guidance, 5, 3, 408-410 Oct 72
The Minnesota Vocational Interest Inventory provides scores that directly relate to many of the issues counselors and counselees discuss. The counselor who has such information at his disposal can give meaningful assistance to an individual facing a decision regarding his future career. (Author)
Descriptors: *Counselor Role/ Counselors/ *Measurement Instruments/ *Test Interpretation/ *Vocational Counseling/ *Vocational Interests

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EJ064711 CG504891
Counselor Use of Multifactoor Intelligence Tests, or: What Happened?
Shultz, John L.; Klein, Alice E.
Counselor Education and Supervision, 12, 1, 51-56 Sep 72
The initial purpose of this study was to determine how counselors used information yielded by multifactor intelligence tests. Data, however, revealed enormous percentages of nonclassifiable responses regarding these tests. The findings seemed to indicate a tendency on the part of counselor educators to downgrade the importance of accurate test interpretation. (Author)
Descriptors: Counselor Educators/ Counselor Functions/ *Counselor Performance/ Counselors/ *Intelligence Tests/ *Test Interpretation

EJ062742 CG504803
A Concurrent Test of Accuracy-of-Classification for the Strong Vocational Interest and Kuder Occupational Interest Survey
Zytowski, Donald G.
Journal of Vocational Behavior, 2, 3, 245-250 Jul 72
Owing to the uncertainty concerning the concurrent validity of the SVIB and the KOIS, a test of accuracy of classification of men in the occupations common to both inventories was undertaken. The results suggest that neither show any less validity than had been shown in separate studies previously. (Author)
Descriptors: Classification/ *Interest Tests/ *Occupations/ *Test Validity/ *Vocational Counseling

EJ061530 VT503945
Everyman's System for Interpreting Client Information Like A Vocational Counselor
Miller, Leonard A.
Rehabilitation Research and Practice Review, 1, 3, 19-23 Sum 70
Descriptors: *Conceptual Schemes/ Educational Background/ *Information Utilization/ Participant Characteristics/ *Test Interpretation/ *Vocational Counseling
Identifiers: *Coping Levels

EJ061297 CG504713
Local Test Validation and Use of Results
Prediger, Dale J.; Fought, Louise
Measurement and Evaluation in Guidance, 5, 2, 366-372 Jul 72
This article presents the experience of an area vocational school to illustrate how counselors, with the help of a computer, can obtain locally validated test information useful in vocational counseling. (Author)
Descriptors: Counselor Performance/ Counselors/ Evaluation/ *Information Utilization/ *Test Interpretation/ *Test Results/ *Test Validity/ *Vocational Counseling

EJ058922 CG504572
Social Comparison, Self-Evaluation, and Influence in Counseling
Strong, Stanley R.; Gray, Bonnie L.
Journal of Counseling Psychology, 19, 3, 178-183 May 72
The results demonstrated the influence of test scores on self-rating and suggested several variables controlling the effects of social comparisons. (Author)
Descriptors: College Students/ *Counseling/ *Peer Groups/ Performance Factors/ Self Concept/ *Self Evaluation/ Social Status/ *Test Results/ *Testing

EJ057178 CG504436
A Sophomore Vocational Counseling and Testing Program
Banikiotes, Paul G.; McCabe, Sheridan P.
Journal of College Student Personnel, 13, 3, 273 May 72
Descriptors: College Students/ *Program Evaluation/ Student Personnel Programs/ *Student Personnel Services/ *Testing/ *Vocational Counseling

EJ054197 CG504289
Reinterpretation of Flat SVIB Profiles
Frantz, Thomas T.
Journal of Vocational Behavior, 2, 2, 201-7 Apr 72
Clients with flat profiles on the Strong Vocational Interest Blank (SVIB) represent a difficult counseling problem. For such clients, a method is proposed to rescore parts of the SVIB in the framework of Holland's theory of vocational choice. (Author)
Descriptors: *Occupational Choice/ Occupations/ *Personality / *Test Interpretation/ *Vocational Counseling/ *Vocational Interests

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EJ051329 CG504017
Counselor Simulation by Film in Test Score Reporting Interviews
Collins, Tom
School Counselor, 19, 3, 185-189 Jan 72
The responsible and innovative utilization of media, not only in test score reporting but also in other guidance functions, may assist the counselor in permitting him more time to function with clients in counseling relationships. (Author)
Descriptors: *Audiovisual Aids/ College Freshmen/ Counselor Role/ Films/ *Information Dissemination/ *Self Evaluation/ Simulation/ *Test Interpretation/ *Test Results/ Video Tape Recordings

EJ051328 CG504004
Tests and Counseling: The Marriage That Failed
Goldman, Leo
Measurement and Evaluation in Guidance, 4, 4, 213-220 Jan 72
Suggestions for change include development of new kinds of tests, higher standards for both tests and test users, and collaboration by test authors, publishers, and counselors within AMEG in an effort to prevent a complete dissolution of the marriage between tests and the counseling process. (Author)
Descriptors: *Counseling/ Counselor Qualifications/ Prediction/ *Test Results/ *Test Selection/ Test Validity/ *Testing/ *Testing Problems

EJ050286 CG503961
A Modification of the Handicap Problems Inventory
Lasky, Robert G.; Salomone, Paul R.
Rehabilitation Counseling Bulletin, 15, 2, 106-114 Dec 71
Descriptors: *Handicapped/ *Measurement Instruments/ *Patients (Persons)/ Physically Handicapped/ Rating Scales/ *Rehabilitation Counseling/ Social Attitudes/ *Test Reliability

EJ046964 VT502943
What Criteria Are Used to Guide Students into Vocational Education?
Souch, S. G.
Canadian Vocational Journal, 7, 3, 10-13 Sep 71
Descriptors: Aptitude/ Guidance Counseling/ Occupational Guidance/ *Success Factors/ *Testing/ *Vocational Counseling/ *Vocational Education
Identifiers: *Canada

EJ044173 TM500385
Converting Test Data to Counseling Information: System Trial--With Feedback
Prediger, Dale J.
Journal of Educational Measurement, 8, 3, 161-69 F 71
A computer-based system for converting test data into locally-validated counseling information was developed and field tested with potential vocational school students. Two data information conversion procedures were used: similarity (centour) scores based on discriminant analyses and success estimates based on experience tables. Illustrations of the similarity score reporting procedures are provided, along with summaries of student reactions to them. (AG)
Descriptors: *Computer Oriented Programs/ *Test Interpretation/ *Test Results/ *Validity/ *Vocational Counseling

EJ039872 AA509978
Effectiveness of Study Counseling and Desensitization in Alleviating Test Anxiety in College Students
Allen, George J.
Journal of Abnormal Psychology, 77, 3, 282-9 Jun 71
Descriptors: *Anxiety/ *College Students/ *Counseling Services/ *Tests

EJ037705 CG502854
Some Resentments and Fears of Pre Service Teachers
Welter, Paul R.
Journal of the Student Personnel Association for Teacher Education, 9, 3, 81-87 Spr 71
Typescript excerpts from group counseling sessions suggest that schools of education need to pitch their teaching and testing at higher cognitive levels. Giving primary attention to the bare knowledge or memory level is not only ineffective but also an unnecessary source of resentment among students. (Author)
Descriptors: Failure Factors/ Fear/ *Group Counseling/ *Student Teachers/ *Teacher Education/ *Teacher Educators/ *Testing Programs

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EJ036437 CG502771
Computer Based Report for the Strong Vocational Interest Blank for Women
Sharf, Richard S.
Measurement and Evaluation in Guidance, 4, 1, 9-13 Apr 71
Interest inventories are among the most complex tests to report because of the large number of scores reported. The major purpose of the SVIB W report described here is to present results clearly and in such a way as to alleviate the need for further explanation. (Author/BY)
Descriptors: Computer Oriented Programs/ *Computer Programs/ Computers/ *Counseling/ Counselors/ *Interest Scales/ *Test Interpretation/ Test Results/ *Vocational Interests

EJ034628 CG502647
An Evaluation of the Effectiveness of SATB Norms in MDTA Selection
Weber, Thomas R.
Journal of Employment Counseling, 8, 1, 2-10 Mar 71
Investigation of the use of SATB norms for MDTA training courses disclosed that approximately half the applicants admitted to training did not pass the appropriate norms. Results indicated that the SATB's had good selective efficiency for MDTA trainees; a new method of SATB interpretation was strongly supported by the data. (Author)
Descriptors: Adult Counseling/ *Aptitude Tests/ *Employment Counselors/ Employment Services/ Group Norms/ *Manpower Development/ *Test Interpretation/ Testing/ Trainees/ *Vocational Counseling

EJ034522 CG502661
Acquiescence Response Style and the Vocational Development Inventory
Crites, John O.
Journal of Vocational Behavior, 1, 2, 189-200 Apr 71
The possible effects of acquiescence response style upon endorsement of items in the Vocational Development Inventory-Attitude Scale were investigated. It was concluded that responses to the VDI-Att are not significantly affected by acquiescence; rather, it was hypothesized that they can be conceptually related to discrimination learning processes. (Author)
Descriptors: College Students/ Conditioned Response/ *Discrimination Learning/ *Response Mode/ Situational Tests/ *Testing/ *Vocational Counseling/ *Vocational Development

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EJ031804 AA508433
Effects of Group Counseling on Creativity
Garfield, S. Jeffrey; And Others
Journal of Educational Research, 64, 5, 235-7 Jan '71
Descriptors: *Counseling/ *Creativity/ *Group Counseling/ *Tests

EJ028554 VT501953
Problems With Junior College Accounting
Deakin, Edward B., III
Journal of Business Education, 46, 2, 57-58 Nov '70
The problem of accounting failures will not be solved until improved counseling and a flexible programming mark the accounting phase of business education. (JS)
Descriptors: *Accounting/ *Achievement/ Career Planning/ *Counseling/ *Course Content/ Junior Colleges/ *Testing

EJ027497 CG502046
Factors Related to Adolescent's Expectations of Marital Roles
Sterrett, Joye E.; Bollman, Stephen R.
The Marriage Role Expectation Inventory developed by Marie Dunn was used to show the degree that adolescent marriage role expectations were traditional or equalitarian. Inventory scores were found to be related to grade average, social status, and age. The findings and their use in counseling and teaching are discussed. (Author); 353-356
Descriptors: *Adolescents/ Age/ Behavior/ *Dialogue/ Feedback/ Grade Point Average/ *Group Counseling/ *Interpersonal Relationship/ *Marriage/ *Marriage Counseling/ *Role Perception/ Role Theory/ Social Status/ *Test Results/ Values

EJ025228 CG501868
Administration of the SVIB Men's Form to Women Counselees
Stanfiel, James D.
Vocat Guidance Quart, 19, 1, 22-26 Sep '70
Female undergraduates who completed both the men's and women's forms of the Strong Vocational Interest Blank obtained a significantly greater number of high (A) scores on the men's form. (Author)
Descriptors: Counselor Role/ *Females/ *Interest Tests/ Occupations/ *Test Validity/ *Vocational Interests

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EJ025128 CG501789
The Personal Interaction Coding Inventory
Bierman, Ralph
J Counc Assn Univ Stud Personnel Serv, 5, 1, 14-17 Spr '70
This article discusses the Personal Interaction Coding Inventory (PICI), a system for simultaneously studying the active and affective conditions blended into one person's responses to another. (Author/EK)
Descriptors: *Counseling/ *Interaction/ Interaction Process Analysis/ *Interpersonal Relationship/ *Psychotherapy/ Research/ *Testing

EJ024178 CG501796
Vocational-Technical Education: New Horizons
Lecznar, William B.
Vocat Guidance Quart, 18, 4, 242-263 Jun '70
The symposium reported is intended to give guidance counselors a view ofpresent developments and trends in disciplines related to vocational counseling. Summarized are some innovations in curriculum, test development, and application of research to curriculum development. (Author/CJ)
Descriptors: Counselor Role/ *Occupational Information/ *Symposia/ *Technical Education/ *Testing/ *Vocational Education/ Vocational Interests

EJ024177 CG501703
Canadian Post- Secondary Institutions: A Challenge to Counselors
D'Oyley, Vincent
Can Counselor, 4, 2, 87-97 Apr '70
Surveys growth of some Canadian institutions, looks at research findings on test fairness as adolescents view it, presents tentative conclusions on how teachers and guidance counselors may be test results, and discusses national testing for college admission. (Author/CJ)
Descriptors: College Admission/ Counseling Services/ *Counselor Role/ *Counselor Role/ Foreign Countries/ Junior Colleges/ *Post Secondary Education/ *Surveys/ *Test Interpretation/ *Testing/ *Testing

EJ022268 CG501662
Affective Correlates of Academic Achievement: A Longitudinal Study
Khan, S. B.
Meas Evaluation Guidance, 3, 2, 76-80 Sum '70
A modified version of the Survey of Study Habits and Attitudes (SSHA) consisting of 122 items was administered to students in the eighth grades of three junior high schools. Implications for counseling are discussed. (Author)
Descriptors: *Academic Achievement/ Attitudes/ *Counseling/ *Junior High School Students/ Longitudinal Studies/ Motivation / Research/ *Tests

EJ021123 CG501556
Micro-Counseling: An Experimental Study of Pre-Practicum Training in Communicating Test Results
Miller, C. Dean; And Others
Counselor Educ Superv, 9, 3, 171-177 Spr '70
While client ratings of the experimental and control groups did not differ significantly, judge ratings and changes in client pretest and posttest attitude scores were statistically significant. (CJ)
Descriptors: *Communication Skills/ Counselor Performance/ *Counselor Training/ *Feedback/ *Microcounseling/ Test Interpretation/ *Test Results

EJ015756 AA505389
A Study of Certain Effects of Test Interpretation in Counseling upon Achievement and Self-Perceptions
Buffer, James John, Jr.
Ill Sch Res, 6, 2, 23-7 70 Feb
Participation in test interpretation counseling by high school students, whether positively or neutrally oriented, has a greater effect on improving students' future achievement performance, than does the absence of counseling. (CK)
Descriptors: *Academic Achievement/ *Counseling Effectiveness/ *High School Students/ Hypothesis Testing/ *Self Concept/ *Test Interpretation

EJ014217 AA504856
Computer Assist Counseling (COASCON) for the Prevention of Delinquent Behavior Among Teenagers and Youth
Cassel, Russell N.; Blum, Lawrence P.
Sociol Soc Res, 54, 1, 72-9 69 Oct
Descriptors: *Counseling Programs/ *Delinquent Behavior/ *Tests/ *Youth
Identifiers: *Project Conscience/ University of Wisconsin

EJ011670 CG500804
Tests Should Make a Difference
Goldman, Leo
Meas Evaluation Guidance, 2, 1, 53-59 69 Spr
Descriptors: *Behavior Change/ *Counseling Effectiveness/ Counselor Role/ Evaluation/ Feedback/ Individual Differences/ Self Concept/ *Test Interpretation/ *Testing Programs/ *Tests

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EJ010647 CG500831
Experimental Use of the Kuder General Interest Survey, Form E, with Sixth Grade Pupils
Tillinghast, B. S., dr.; and others
Meas Evaluation Guidance, 2, 3, 174-177 69 Fall
Author of instrument urges only selective use with sixth graders. Study demonstrates that Kuder can be effective if students are of at least average ability, and participate in group interpretation of survey. Distribution tables. (CJ)
Descriptors: *Average Students/ Counselor Role/ *Grade 6/ *Interest Scales/ Self Evaluation/ *Test Validity/ *Vocational Interests
Identifiers: Kuder General Interest Survey, Form E

EJ010053 CG500698
"Counselee Participation" In Test Selection
Kirk, Barbara A.
Counseling Psychol, 1, 2, 78-83 69 Sum
Descriptors: *Counseling/ Counseling Programs/ *Counselor Role/ Goal Orientation/ Interpersonal Relationship/ Objectives / *Participant Involvement/ *Participant Satisfaction/ Student Attitudes/ *Test Selection

EJ009123 CG500632
Issues and Dialogue
Nelson, Richard C.; Frey, David H.
Elem Sch Guidance Counseling, 4, 1, 59-63 69 Oct
Descriptors: Conceptual Schemes/ *Counselor Role/ Data Collection/ *Elementary School Counselors/ *Models/ Psychological Testing/ Relationship/ Staff Role/ *Testing/ *Testing Programs

EJ004683 CG500409
Student Reactions to Use of Video Taped WISC Instruction
Reilley, Robert R.
Counselor Educ Superv, 8, 3, 233-35 69 Spr
Descriptors: *Counselor Training/ Instruction/ Intelligence Tests/ *Student Reaction/ *Testing/ *Video Tape Recordings

EJ003321 CG500134
Take a Look at Your Testing Program
Carey, Albert
Sch Counselor, 16, 3, 205-7 69 Jan
Descriptors: Achievement Tests/ Aptitude Tests/ *Counselors/ Student Personnel Services/ Test Selection/ *Testing/ *Testing Programs

EJ001805 CG500118
On the Firing Line: Psychological Testing
Treible, Reed R.
J Coll Placement, 29, 3, 74-80 69 Feb Mar
Descriptors: Job Placement/ Placement/ *Psychological Testing/ Questionnaires/ *Recruitment/ *Student Attitudes/ *Test Validity/ *Vocational Counseling

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FORMAT OF
RESOURCES IN EDUCATION (RIE)

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Date Published

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Abstract of Document

ED118935 CE006503

Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.

Penns Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.

Publ. Date: 30 Jun 74 Note: 27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors: *Career Education/ Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ *Program Planning/ *Program Proposals/ *Resource Centers

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

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ED156690 TM007097

Issues in the Application of the Public School Version of the AAMD Adaptive Behavior Scale in School Setting. Field Study of the Efficacy of the AAMD Adaptive Behavior Scale-Public School Version. Substudy 5 of 5.

Lambert, Nadine M.

15 Aug 77 50p.; For related documents, see TM 007 093-096 and 114 ; Some pages of the document may be marginally legible

Sponsoring Agency: California State Dept. of Education, Sacramento.

Grant No.: 76-62-G

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

A representative sample of California school psychologists was surveyed to determine the extent of the use of the Adaptive Behavior Scale and the relationship between training in the use of the scale and perceptions of the efficacy of its measures. A large majority of psychologists had used the scale two or fewer times, though 30-45% had been introduced to the scale in assessment workshops, trained others, or particpated in special courses. In general, the more extensive the training, the more positive the judgment of the psychologists about the utility of the adaptive behavior assessment the scale provides. The outcomes of evaluations which used the Adaptive Behavior Scale, from a school district in which psychologists reported being trained, were analyzed. It was concluded that the information from the Adaptive Behavior Scale contributed important diagnostic information to the evaluation and placement process. It was also noted that the Spanish-surnamed children always had the lowest scores on the Physical Development domain, indicating the possibility of sensory and motor handicaps. (Author/BW)

Descriptors: *Adjustment (to Environment)/ Behavior Rating Scales/ Black Students/ *Counselor Attitudes/ Decision Making/ Diagnostic Tests/ *Educable Mentally Handicapped/ Elementary Education/ Evaluators/ Mexican Americans/ Professional Continuing Education/ Public Schools/ *School Psychologists/ *Screening Tests/ Spanish Speaking/ State Surveys/ Student Placement/ Tables (Data)/ Test Interpretation/ Test Reviews/ *Test Selection

Identifiers: *Adaptive Behavior Scale Public School Version/ California

ED152835 TM007044
Evaluation of a Test for Vocational and Educational Placement of Disadvantaged Adults.
Backman, Margaret E.
Oct 74 16p.; Paper presented at the National Conference of the National Rehabilitation Association (Las Vegas, Nevada, October, 1974); For related document, see TM 007 042
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The Fundamental Achievement Series (FAS) is designed to cover a range of ability from basic literacy to approximately the eighth grade. These tests are used in the employment or educational placement of adults and adolescents who have not been exposed to formal education, or the educationally disadvantaged. The FAS contains a Verbal and a Numerical section, each of which can be administered in 30 minutes. Although the ability to read the test is not necessary, since the instructions and test items are played on a tape recorder; both sections of the test rely, to a large extent, on reading ability. The FAS items measure basic skills such as reading signs, finding numbers in a telephone book, adding sales slips, and telling time. Items frequently included in traditional paper-and-pencil tests are also contained in the FAS. The correlations of FAS items with other achievement test items are presented. The test was administered to 61 clients in a vocational rehabilitation center, with some minor problems which are described. The relevance of the "everyday" FAS items may increase the motivation of disadvantaged adults taking this test; further development is recommended. (Author/GDC)
Descriptors: *Achievement Tests/ Adolescents/ Adult Basic Education/ *Adults/ Culture Free Tests/ *Educationally Disadvantaged/ Item Analysis/ Job Placement/ Job Skills/ Motivation/ Practical Mathematics/ Reading Ability/ Rehabilitation Centers/ Relevance (Education)/ Student Placement/ Tape Recordings/ *Test Reviews/ Test Validity/ Test Wiseness/ Verbal Ability/ *Vocational Aptitude/ *Vocational Counseling/ Young Adults
Identifiers: *Fundamental Achievement Series

ED145110 08 CE012404
Evaluation of Self Administration, Self Scoring, and Self Interpretation of the California Occupational Preference Survey.
Lux, Patricia L.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
May 74 105p.; Master's Thesis, Sacramento State College. Appendixes A, B, and C, The California Occupational Preference Survey and related materials, were removed because of copyright
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
A study was conducted to determine whether students could self-administer, self-score, and self-interpret the California Occupational Preference Survey (COPS) with the aid of a multi-media device as effectively as similar students could take the survey in the conventional group method which involves counselor administration, scoring, and interpretation. Of secondary interest were how the students used the survey and how they felt about the method of presentation. The sample of 158 students consisted of two groups, experimental and control, of ninth grade students matched for sex and reading ability. The COPS was administered, scored, and interpreted. Chi square tests were performed using scores received on the questionnaire administered to all students in the sample. It was concluded that students can self-administer, self-score, and self-interpret the COPS, with the aid of a multi-media device, as effectively, but seldom more effectively, than a similar group can take the COPS in the conventional group method involving the counselor. There appeared to be no discernable pattern in the comparisons which proved to be significant. Slight tendencies could be noted to show that the experimental group high readers recalled more high interest areas, while the control group recalled more low interest areas. (TA)
Descriptors: Career Education/ *Counselor Role/ Educational Research/ Grade 9/ Group Tests/ Individual Tests/ Secondary Education/ *Self Evaluation/ *Student Responsibility/ *Testing / *Test Interpretation
Identifiers: California/ *California Occupational Preference Survey

ED130866 CG011334
The Development and Validation of a Semantic Measure of Counselor Empathy.
Bellucci, Jo-Ann Elizabeth; Altekruse, Michael K.
73 12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The primary purpose of this study was to develop and validate a measure of counselor empathy. A pilot study was conducted with 72 undergraduate students and 12 graduate students in order to develop the Empathic Differential (ED)D. Twenty-one bi-polar objectives were yielded significant through intercorrelation analysis. The validation study yielded a significant correlation between The Empathic Differential (ED)D and A Scale for the Measurement of Accurate Empathy. (Author)
Descriptors: Affective Behavior/ *Behavior Rating Scales/ *Counselor Characteristics/ *Empathy/ Helping Relationship/ Interaction Process Analysis/ Interpersonal Competence/ *Measurement Techniques/ Rating Scales/ Semantic Differential/ *Test Construction/ *Therapeutic Environment
Identifiers: *Empathic Differential

ED136102 CG011129
The General Aptitude Test Battery.
Goguen, Lucille
13 May 76 29p.; Paper presented at the Atlantic Regional Convention of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, Canada, May, 1976) ; Parts of appendix may be marginally legible due to quality of original
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
The development and use of the GATB in the United States is presented by a Canadian author. The history of establishing the norms for the GATB is also discussed. The use of the GATB as a counseling and selection tool is outlined while another section of the article points out the advantages and disadvantages of the test battery. There are also nine charts and graphs in the appendix suitable to be used with a presentation. (MPJ)
Descriptors: Aptitude Tests/ Educational Policy/ *Norm Referenced Tests/ *Occupational Tests/ Research Tools/ *Test Reviews/ *Vocational Aptitude/ *Vocational Counseling
Identifiers: *General Aptitude Test Battery

ED134897 CG011072
Refinement of a Follow-Up Questionnaire Designed to Measure Counseling Process and Outcome.
Thompson, Anthony P.; Hutchinson, Gail E.
76 16p.; Paper presented at the Annual Meeting of the Ontario Psychological Association (London, Ontario, 1976) and the Annual Meeting of the Canadian University and College Counselling Association (St. Catherines, Ontario, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
A counseling service follow-up questionnaire was constructed to include both process and outcome measures. The questionnaire was mailed to students who had been counseled at a university counseling centre. The follow-up results from 207 students provided global evidence of students' satisfaction with treatment. In order to refine and shorten this initial questionnaire and to provide more than simply a global measure of client reaction, the original items were evaluted on the basis of three criteria. In the first place, items were chosen if they were answered at least 90% of the time in the appropriate response format. Secondly, the items were required to show concurrent validity in that they permitted meaningful discriminations to be made between practicum and experienced counselors. Thirdly, the items chosen permitted an understanding of the relationship between counseling process and outcome. This refinement process led to the identification of a core set of 31 questions and related measures which provided a valid data base for service accountability. The items also provided information concerning process and outcome variables having potential implications for effective counseling. (Author)
Descriptors: Behavioral Science Research/ College Students/ *Counseling Effectiveness/ *Counseling Goals/ Evaluation Methods/ Followup Studies/ Higher Education/ *Measurement Instruments/ *Questionnaires/ *Test Construction/ *Validity

ED134853# CG011011
Communicating Test Results: A Training Guide. Final Report.
Phelps, William R.
Feb 74 25p.
Sponsoring Agency: West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.
Report No.: PB-228-173
Available from: National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC $4.25, MF $1.45, order number PB-228 173)
Document Not Available from EDRS.
This training guide is prepared primarily for the professional practitioner; however, academicians may find the guide to have considerable value in both graduate and undergraduate courses in the helping services. The material presents techniques and methods for communicating test results of a psychometric nature, suggested standards for psychological evaluations, relationship to vocational decision making, and a synopsis of commonly used psychological tests with a brief, relevant bibliography. The discussion focuses on practical areas which should be relevant for all helpers, particularly psychometrists, rehabilitation counselors, social service workers, beginning psychologists, and some para-professional workers having some responsibility for using psychological testing and interpretation. (Author)
Descriptors: Achievement Tests/ Aptitude Tests/ *Counseling/ Decision Making/ Guides/ *Helping Relationship/ *Psychological Evaluation/ Psychological Tests/ *Psychometrists/ *Test Interpretation/ *Training Techniques

ED133672# CG011097
Rehabilitation Counseling Information: Programmed Instruction for the Practitioner. Final Report.
Phelps, William R.
West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.
Jun 74 22p.
Report No.: PB-232-684
Contract No.: 44-P-15092/3-08
Available from: National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC $4.25, MF $1.45, order number PB-232-684)
Document Not Available from EDRS.
This programmed instruction rehabilitation counseling information test attempts to cover six areas as follows: testing, psychological information, medical information, counseling concepts, history of rehabilitation, and counselor-agency functioning. The information may be utilized for research purposes and/or replicated by others. (Author)
Descriptors: *Counseling Effectiveness/ *Counselor Training/ Evaluation/ Measurement Instruments/ *Programed Instruction/ *Rehabilitation Counseling/ Research Projects/ *Tests/ Vocational Rehabilitation

ED130033 CE008182
Hampden District Regional Skills Center. Orientation & Assessment. Description & Objectives.
Hampden District Regional Skills Center, Springfield, Mass.
76 22p.; Page 2 will not reproduce well due to faint type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This booklet describes a 5-day orientation and assessment program (for economically disadvantaged people who are unemployed and have no marketable skill) designed (1) To determine the trainees' level of learning, his aptitudes, attitudes, abilities, behaviors and interests in the employment field; and (2) to introduce the trainee to the world of work. Test batteries used by the counseling staff are described briefly: The General Aptitude Test Battery, designed to measure abilities in non-specific areas; the General Clerical Test, designed to measure aptitudes related to clerical work; the Kuder Preference Record, used to locate various occupational interest clients may have; the Bennett Mechanical Comprehensive Test, used to show understandings of the relationships of physical forces and mechanical elements in practical situations; the inter-American series, designed to determine reading and ability of Spanish-speaking people; and the Test for Adult Basic Education, used to determine reading, mathematics and language achievement level. Objectives for the orientation and the assessment components are listed and brief descriptions are given of the various assessment units: Work sampling, "hands on" occupational assessments, physical health and hygiene, physical examination, and vocational counseling. (WL)
Descriptors: *Counseling Programs/ Educational Assessment/ Occupational Guidance/ *Orientation/ Program Descriptions/ *Skill Centers/ *Testing Programs/ *Unemployed/ Vocational Aptitude/ Vocational Counseling/ Vocational Interests

ED127528 CG010756
Role of Diagnostics in Modern Clinical and Counseling Psychology Programs: Evolution of the Current Evaluation and Assessment Sequence at Sangamon State University.
Noak, John R.
76 13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Establishing and supporting a theoretical view in favor of assessment and evaluation as an adjunct to psychotherapy is clearly a difficult task in view of current anti-testing biases. But translating that viewpoint into practical terms within the environment of an emerging university can prove to be every bit as difficult. The current paper treats the rationale and techniques used to plan and implement a conceptual framework for human assessment in a systematic and effective manner at Sangamon State University. The approach used is innovative in that it cuts across programmatic boundaries to meet student needs while satisfying administrative requirements for cost efficiency. (Author)
Descriptors: *College Curriculum/ *Counseling Programs/ Diagnostic Tests/ Evaluation/ Higher Education/ *Humanistic Education/ *Integrated Curriculum/ Program Descriptions/ Program Development/ Speeches/ *Testing Programs

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ED126410 CG010700
Issues in Testing and the Design of Courses in Psychological Assessment and Diagnostics in Clinical and Counseling Psychology.
Dimond, Richard E.
76 36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This paper discusses issues in psychological testing and the design of courses in psychological assessment for students in clinical and counseling psychology. Prior to discussing the teaching of such courses, consideration is given to the role of assessment in an overall framework of clinical practice. Following this, topics such as the psychometric characteristcis of tests, the utility of the test battery versus the single test, and psychological test interpretation are discussed. An examination of these issues culminates in a two-course assessment sequence which possesses ecological validity and uniqueness of training approach. This sequence is offered for consideration as a model to others involved in similar training endeavors. (Author)
Descriptors: Counseling Goals/ *Counselor Training/ *Course Descriptions/ Psychological Evaluation/ *Psychological Testing / *Psychology/ Psychometrics/ Teaching Models/ *Test Interpretation/ Tests

ED113627 95 CG010129
Report on Career Counseling In-Service Course and Short Practicum to Expand Counseling and Testing Capabilities of Nassau County Guidance Counselors (VEA 74-6-752) and Pre-BOCES Career Counseling (VEA 74-6-754).
Nassau County Board of Cooperative Educational Services, Jericho, N.Y.
74 80p.; For related documents, see CG 010 130-132; Because of reproduction and copyright problems pages 26-30, 34-39, 48-51, 57-60, and 89-96 of the original document have been removed. They are not included in the pagination; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
This is a report of a training course for guidance counselors. Nine counselors and 27 students participated in the program. The counselors administered various tests such as the Kuder, Holland, and ICL tests; they had individual interviews with the students, organized discussion groups, and showed films to the students. At the end of the three-day program, counselors held a general discussion of the results obtained, and the training program was evaluated by both the counselors and the students. All counselors, and most of the students, were very pleased about their experience and said they benefited from it. The directors of the training program conclude that home-school guidance staffs should be trained in career counseling and should know that instruments are available for vocational appraisal. The general consensus was that a one-day practicum with students was too short and that it should be extended into a three-day session. The report contains a detailed schedule of the three-day program; of the instruments, scales, and films used; and also various checklists and questionnaires. (SE)
Descriptors: Career Awareness/ *Counselor Training/ Elementary Secondary Education/ *Guidance Personnel/ *Inservice Programs/ Occupational Guidance/ *Practicums/ Program Descriptions/ *Testing/ Training/ Vocational Counseling

ED113389 TM004891
Validation of a Scale to Measure Classroom Behavior.
Howell, John F.
11p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
After a survey of existing behavioral measures was made, a behavior rating scale was developed to measure the observable disruptive behavior of emotionally disturbed children in the classroom. Estimates of various types of reliability were calculated, and scale validity was examined. The scale was used to evaluate the effect of counseling on children referred by teachers because of maladjustive classroom behavior and indicated that counselors were effective in improving classroom behavior in a significant number of cases. (Author/RC)
Descriptors: *Behavior Change/ *Behavior Rating Scales/ Classrooms/ *Counseling Effectiveness/ Elementary Secondary Education/ *Emotionally Disturbed Children/ Student Behavior/ Test Reliability/ *Test Validity

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ED108097# CG009917
A Competency-Measurement Instrument for Evaluating School Counselors.
Percival, Robert R.
May 74 210p.; Ed.D. Dissertation, North Texas State University
Available from: Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Soft cover $11.00, Hard cover $13.50, Microfilm $5.00, order number 75-897)
Document Not Available from EDRS
This study developed the first measurement instrument designed to accompany the concept of competency basing in counselor training. In so doing, the study screened and validated a list of skills most essential in an effective counselor. The process began with a composite list of some 1600 competencies and subordinate skills enumerated by three universities pioneering the concept of performance-based counselor training. The list was reduced to 180 by a broad-based validating panel of 46 specially chosen guidance experts. In addition to the finished measurement instrument, the study reports the average rating of each item, then categorizes the competencies into the areas of counseling, consultation, coordination, and organization and evaluation. This flexible instrument may be used by individual counselors for self-evaluation, by entire organizations for assessment and comparisons, or by other kinds of groups for various specialized purpose. (Author/PC)
Descriptors: Counseling Effectiveness/ *Counselor Evaluation / Doctoral Theses/ *Evaluation Methods/ *Measurement Instruments/ *Performance Based Education/ Research Projects/ Self Evaluation/ Skill Analysis/ *Test Construction

ED108081 CG009900
Counselor Judgement Vs. Test Results: Measuring Career Maturity.
Gustafson, Richard A.
1 Apr 75 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
The Career Maturity Inventory (CMI) has been used by some school districts to study the career development of high school students, as well as to evaluate the effectiveness of the career education project. Two questions which were raised about the selection of the CMI evolved into the objectives of this research. Those questions were: (1) Do counselor ratings of students' career knowledge, career planning, and attitude toward work correlate with those concepts as measured by the CMI?; and (2) Are the students of the CMI measuring independent factors of career maturity or are they so highly intercorrelated that they measure only one or two factors? One hundred eleven tenth-grade students were given the CMI, and four counselors were asked to rate each student on three factors--concepts of knowing about jobs, looking ahead and attitudes toward work. Results of the study showed that the CMI subtests were highly interrelated, and that, while the counselor's ratings of students' career maturity correlated significantly, the relationship between what the counselors measured and what the CMI measured were not highly related at all. (Author/PC)
Descriptors: *Career Education/ *Counselor Attitudes/ Measurement Instruments/ Research Projects/ Secondary Education/ Secondary School Students/ Speeches/ *Test Results/ *Vocational Development/ *Vocational Maturity/ Work Attitudes
Identifiers: *Career Maturity Inventory/ CMI

ED105369 95 CG400121
Testing and Testing Programs. Searchlight: Relevant Resources in High Interest Areas. Update Search 14U-2.
Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Dec 74 31p.; For related document, see ED 082 115
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487-1579
Available from: Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $1.50, cash or money order must accompany request)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 153 documents which provide a review of comprehensive testing programs (elementary, senior high school, and college) with special emphasis on specific tests that the practicing counselor may want to utilize. (CJ)
Descriptors: *Annotated Bibliographies/ Colleges/ *Counseling/ Elementary Schools/ High Schools/ *Literature Reviews/ Measurement Instruments/ Research Reviews (Publications)/ *Resource Materials/ *Testing Programs/ Tests
Identifiers: *Searchlight

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ED103448 TM004279
The Development of an Instrument to Provide Performance Predictive Information for Counselor Trainee Selection: Phase I.
Remer, Rory
Jan 73 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A method of obtaining performance predictive information concerning applicants to counselor training programs, in particular, and to similar interpersonally oriented programs for other fields, in general, is presented. The rationale for and method of the development of a work sample type instrument to simulate interpersonal interaction of the counseling type are discussed, including: the development of 35 stimulus situations and the validation of the sets of responses pertaining to the situations. The results of the two methods of initial construct validation employed--Known Groups method and convergent-discriminant validity matrix--are presented. (Author)
Descriptors: Counselor Qualifications/ *Counselor Training/ Criteria/ Evaluation/ Interpersonal Relationship/ Measurement Techniques/ Performance Based Education/ Performance Criteria/ *Predictive Ability (Testing)/ Predictive Measurement/ *Selection/ *Test Construction/ *Test Validity/ Training

ED101239 CG009474
The Development of a Criterion Instrument for Counselor Selection.
Remer, Rory; Sease, William
74 20p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A measure of potential performance as a counselor is needed as an adjunct to the information presently employed in selection decisions. This article deals with one possible method of development of such a potential performance criterion and the steps taken, to date, in the attempt to validate it. It includes: the overall effectiveness of the instrument relative to the discrimination of counselor interpersonal competence; the possible modes of presentation of the standardized problem-situations, typescript, audio and audiovisual; the relative cost and the relative effectiveness of each mode of presentation; and results of the convergent-discriminant validation attempt. (Author)
Descriptors: Counseling Effectiveness/ *Counselor Performance/ Decision Making/ *Interpersonal Competence/ *Performance Criteria/ *Personnel Selection/ Research Projects / Speeches/ *Test Validity

ED097361 TM003994
Minimizing Sex Bias in Interest Measurement Through the Context of Testing and Interpretive Materials.
Apr 74 10p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
These guidelines deal specifically with the context in which the measurement of interests occurs and the interpretive materials which are made available to test users. They are classified and discussed in three categories: guidelines intended to inform the test user of possible factors influencing a sex-biased response on interest inventories; guidelines intended to eliminate overt sex bias through modifying language and examples presented in interpretive materials; and guidelines intended for research, examining the context of testing and recommending orientation sessions to help respondents examine sex-role stereotypic sets toward activities and occupations. Previous research shows women's responses change under instructions designed to change the sex-stereotypes set; research on the psychology of women has examined career stereotypes, role stereotypes and the motive to avoid success. Research on the effect of orientation and set should take these variables into account, and a variety of studies can be undertaken to examine the effect of modifications in testing context on the validity of interest measurement for women. (Author/SE)
Descriptors: Guidelines/ *Interest Tests/ Research/ *Sex Discrimination/ Sex Stereotypes/ *Test Bias/ Testing Problems/ *Test Interpretation/ Test Validity/ *Vocational Counseling

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ED096347 TM003953
Interpreting SCII Other-Sex Scores. Project No. 275.
Lunneborg, Patricia W.
Washington Univ., Seattle. Bureau of Testing.
Jul 74 22p.
Report No.: EAC-P-275
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
To further understanding of the meaning of other-sex scores on the New Strong-Campbell Interest Inventory, correlations of occupational scores on both forms of the old SVIB with masculinity were studied in a sample of 116 female counseling clients. Differences in mean scores for scales appearing on both forms were highly related to the masculinity of the people in those occupations compared to others of the same sex. Recommendations are included for using MF scores to guide clients faced with "very similar" scores on occupational tests normed on the other sex. Data tables describing correlation and intercorrelation among the scales are included. (Author/SE)
Descriptors: Correlation/ *Interest Scales/ Scores/ *Sex Differences/ *Test Interpretation/ *Vocational Counseling/ *Vocational Interests
Identifiers: *Strong Campbell Interest Inventory/ Strong Vocational Interest Blank

ED094286 CG009046
Development and Evaluation of Example-Anchored Scales of Interpersonal Functioning for Rehabilitation Counseling Research.
Richardson, Bill K.; And Others
Arkansas State Rehabilitation Research and Training Center, Fayetteville.; Arkansas Univ., Fayetteville.
Oct 72 21p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No.: ARR&TC-720
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
There currently exists a clear need for counseling process research scales developed to reflect the specific behaviors unique to vocational rehabilitation counseling interviews. In research at the Menninger Foundation, Taylor developed methods for constructing example-anchored (EA) scales which increase rater reliability and decrease response error when measuring complex clinical and social phenomena. The unique features of EA scales are high reliability and a relatively simple rating task. The purpose of this study was to develop and evaluate EA scales based on three of Carkhuff's facilitative dimensions of interpersonal functioning (emphathic understanding, genuineness, and respect) for use in rehabilitation settings. Using Taylor's scale construction technique, EA scales of the three Carkhuff dimensions were developed in rating counseling interviews collected from a national sample of vocational rehabilitation counselors. This procedure of using vignettes was derived from typescripts of rehabilitation counseling interviews conducted by counselors. A comparative reliability study was made. Results indicate that the example-anchored scales obtain rating results similar to the Varkhuff descriptive scales. However, the EA were more reliable, better adapted to vocational rehabilitation counseling, and more applicable in a variety of rehabilitation settings such as research, evaluation, and training activities. (Author/HMV)
Descriptors: *Behavior Rating Scales/ Counseling Theories/ Interpersonal Competence/ *Interviews/ *Rating Scales/ *Rehabilitation Counseling/ Research Projects/ *Test Construction/ Vocational Rehabilitation
Identifiers: *Example Anchored Scales of Interpersonal Processes

ED082115 CG400096
Searchlight: Relevant Resources in High Interest Areas. 14U Update Search. Tests and Testing Programs.
Kopita, Ronald R., Comp.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Sep 73 28p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487-1579(010)
Available from: Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 ($1.00)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This updated search of the ERIC system, " Dissertation Abstracts," and the journal literature yielded 167 documents which provide a review of comprehensive testing programs (elementary, senior high school and college) with special emphasis on specific tests that the practicing counselor may want to utilize. (SD)
Descriptors: *Annotated Bibliographies/ Colleges/ *Counseling/ Elementary Schools/ High Schools/ *Literature Reviews/ Measurement Instruments/ Research Reviews (Publications)/ *Resource Materials/ *Testing Programs/ Tests

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ED081782 TM003142
Development and Analysis of a Taped and Written Test for Guidance Counselors: A Pilot Study.
Humphry, Betty
Educational Testing Service, Princeton, N.J.
Apr 73 42p.
Report No.: ETS-TDR-73-1
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The two phases in the development and tryout of a Guidance Counselor Test to be added to the National Teacher Examinations Program are discussed. In Phase One, a 150-item written test and a 50-item written test based on taped stimulus material were produced. Each test consisted of five-choice multiple-choice questions. In Phase Two, the tests were administered during May-July 1972 to a sample of 129 college students who were completing work on a Master's Degree in Guidance and Counseling. Five institutions were represented in the study. In addition to taking the tests, each candidate completed a self-report Questionnaire Data Form. Several types of analyses were carried out, including two item analyses (one for the written test and one for the taped test). An intercorrelation matrix showing the correlations between the test and their various subscores was also obtained. Ten stepwise regression analyses were run, each being based on a continuous variable derived from the questionnaire and used as a dependent criterion variable, with the written and taped tests used as independent variables. Feedback from the candidates about the tests was, in general, positive. Results are provided as related to item and test characteristics, intercorrelations among the subscores on the written and taped tests, and relationships between questionnaire data and test scores. A table presents multiple correlations of combinations of taped and written subscores with criterion variables. The Questionnaire Data Form with scoring specifications and the Test Evaluation Form are provided. Tables in an appendix present intercorrelations among the taped test and written test, reliabilities of the subscores for the two tests and zero-order correlations of the tests subscores with criterion variables. (DB)

Descriptors: *Counselor Evaluation/ Graduate Students/ Guidance Personnel/ Higher Education/ *Multiple Choice Tests/ Questionnaires/ Statistical Analysis/ Tape Recordings/ *Test Construction/ *Testing Programs/ *Test Results
Identifiers: *Guidance Counselor Test

ED080595 TM003112
Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report.
Curtis, W. Scott
Georgia Univ., Athens. Div. for Exceptional Children.
Aug 72 55p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

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The purpose of this project was to inquire into the current status of development, past use, availability, and future planning of intelligence tests for the visually handicapped in relation to the fields of psychological, educational, and vocational counseling. The project procedure was that of a research utilization conference involving the authors of the tests, clinical examiners who use the tests, and representatives of agencies and professional groups who require the information provided through the tests. This report summarizes the data available on the tests as compiled at the conference. Test identification information is supplied in Appendix B to the report. The tests cited are: Test Battery for Use with the Blind (Vocational Intelligence Scale for the Blind/Series, VISAB), The Tactual Reconstruction (VISAB Battery); The Vocational Intelligence Scale for the Adult Blind (VISAB); The Personal History Survey, Form W (VISAB Battery); The Diagnostic Interview (VISAB Battery); The Sentence Completion Test (VISAB Battery); The Sound Test, An Auditory Projective Technique (VISAB Battery), A Haptic Intelligence Scale for Adult Blind; Stanford-Kohs Block Design Test for the Blind; and Raven Progressive Matrices for Presentation to the Blind (Tactual Progressive Matrices). (Author/DB)

Descriptors: *Blind/ Conference Reports/ *Intelligence Tests / Measurement Instruments/ *Rehabilitation Counseling/ *Research Utilization/ *Test Construction/ Tests/ Visually Handicapped

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ED079336 TM002934
Accountability from the Point of View of a Chief Administrator.
Essex, Martin W.
Oct 70 7p.; Speech given before the Annual Conference of National Association of Pupil Personnel Administrators (Indianapolis, Indiana, October 28-31, 1970)
EDRS Price MF-$0.76 HC-$1.50 PLUS POSTAGE
The responsibility of the pupil personnel director in educational accountability is discussed. Although significant improvements have been made in almost every area of education in recent years, there is a sense of crisis, anger, and anxiety. The public is demanding new forms of accountability. Norms on standardized achievement tests have ceased to satisfy a sizeable segment of U.S. citizens. Questions that the public may be asking are: (1) Can you put the counselor on the firing line as is the classroom teacher and the front line administrator? Does he maintain an efficient organization, a daily schedule of interviews?; (2) Does the psychologist write voluminous case reports or does he work with people?; (3) Do you spend most of your time with the problem children and little time with the normal children? and (4) Can testing be directed to positive and immediate diagnostic purposes? (DB)
Descriptors: *Counselor Functions/ *Educational Accountability/ *Educational Change/ *Personnel Directors/ Speeches/ *Testing

ED078231 AC014407
Effective Vocational Guidance of the Adult Deaf. The Oregon Vocational Research Project June 1, 1966-August 31, 1970. Final Report.
Berger, David G., Ed.; And Others
Oregon State Board of Control, Salem.
Nov 72 326p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Report No.: RD-2031-S
EDRS Price MF-$0.76 HC-$17.13 PLUS POSTAGE
The data and findings of a four-year study designed to organize a battery of psychological tests for assessing the vocational adjustment of adult deaf and to establish the validity of the individual tests, as well as provide some information regarding their most economic and productive potential use, are presented. The study population was all possible adult deaf in the State of Oregon. The criteria for selection were: between 24 and 54 years old, with a pure tone hearing loss of at least 50 decibels in their unaided superior ear, and employable for three years prior to being contacted for inclusion in the study. A total of 483 adult deaf participated in the study. The tests used were the General Aptitude Test Battery, Bender Visual Motor Gestalt Test, Hearing Loss, Weingarten Picture Inventory, Closure Flexibility (Gottschaldt) Test, Gates Reading Survey, Craig Lipreading Inventory, Oregon Manual Communication Test, Berger Block Test, and Holdt Speech Characteristics Test. Norms for employable deaf adults for the tests used are provided. A minimum test battery is supplied. Results of the study show that the adult deaf participate cooperatively in research programs, are less competitive than the hearing population, show wide individual differences, differences among the employable deaf in personal history and test behavior are related to differences in work adjustment, and vocational adjustment is facilitated by identifying practical occupational objectives. Fifty tables provide the study data, and 39 plots are given of profiles of subject and test score variables. The report concludes with 14 appendixes and 154 references. (DB)
Descriptors: *Adults/ Career Planning/ Counselor Role/ Data Collection/ *Deaf Research/ Employment Problems/ Norms/ Participant Characteristics/ *Psychological Tests/ Research Design/ Statistical Data/ *Test Results/ Test Validity/ *Vocational Counseling
Identifiers: *Oregon

ED078076 TM002895
Combining Aptitude and Interest Test Results for Counseling.
Lombard, John W.
Science Research Associates, Inc., Chicago, Ill.
11 Feb 73 41p.; Paper presented at APGA (San Diego, California, February 11, 1973)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
A study was conducted using a sample of 13,000 urban high school juniors tested in 1968-69 with both the Kuder Occupational Interest Survey (KOIS) and the National Merit Scholarship Qualifying Test (NMSQT). Students were grouped on the basis of high scores on the various college major scales reported on the KOIS and on the self-expressed interest in college majors reported on their NMSQT answer sheets. Means and standard deviations of NMSQT scores of each group were calculated and compared. Both statistically and practically significant differences were found in the mean NMSQT scores of groups showing interests in common college majors. Students choosing or having high interest scores in majors such as mathematics, English and physical science showed consistently higher scores than those in agriculture and physical education. There was evidence that self-perception of ability influences choice of college major, and that tables could be developed showing the academic competition likely to be encountered in various fields. (Author)
Descriptors: *Aptitude Tests/ *Attitude Tests/ Comparative Analysis/ *Guidance Counseling/ High School Students/ Mathematics/ Rating Scales/ Tables(Data)/ Technical Reports/ *Test Results/ Urban Schools/ *Vocational Interests
Identifiers: KOIS/ *Kuder Occupational Interest Survey/ National Merit Scholarship Qualifying Test/ NMSQT

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ED078051 TM002866
The Vital Role of Testing in Career Guidance.
Prediger, Dale J.
14 Jan 73 23p.; Paper presented at a symposium of the APGA National Convention (San Diego, Calif., Feb. 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
An attempt is made to show that career development theory and career decision-making theory both provide a firm foundation for the role of tests in career guidance. This role is primarily to stimulate, broaden, and provide focus to the exploration of self in relation to career. To effectively implement this role, test publishers must devote much more attention to transforming test scores (data) into counseling information. It is suggested that more than information is needed to obtain real benefit from tests. Counselors must help students transform the information obtained from tests into exploratory activities and self-evaluated experiences. For this reason, test interpretation can no longer be treated as a hot-house experience devoid of the real world. Career development and decision-making principles indicate that tests must be used in the context of a developmental career guidance program. When this is done, tests can play a vital role in career guidance. (Author/CK)
Descriptors: Career Planning/ Counselors/ Decision Making/ *Guidance Counseling/ *Occupational Guidance/ Role Perception/ Self Evaluation/ *Testing/ *Test Interpretation/ Test Results/ *Theories

ED078032# TM002847
Does Testing Cost Too Much?
Psychological Corp., New York, N.Y.
Test Service Bulletinn42 p10-11 Sep 1951
Sep 51 2p.; Reprint
Available from: Not available separately; see TM 002 846
Document Not Available from EDRS.
Before a business adopts tests in personnel selection, it should be decided that the increased cost and bother are likely to be offset by the savings that come from this additional selection procedure. Fairly accurate estimates of the cost of testing can be made, but in educational testing it is harder than in businesses to measure the results in dollars and cents. Most of the benefits appear in terms of pupil adjustment or in the student's post-graduate life. But in the absence of a capable counseling staff, the use of any tests at all may be an extravagance. Conversely, if a school is committed to a counseling service for its pupils, it is unwise not to provide the low-cost tools that can save the time of high-cost counselors. (For related documents, see TM 002 846, 848.) (KM)
Descriptors: Bulletins/ Counseling Effectiveness/ *Educational Testing/ Estimated Costs/ Expenditure Per Student / *Guidance Counseling/ *Personnel Selection/ *Testing/ Vocational Aptitude

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ED069712 TM002164
OVIS--A Non-Predictive Device.
D'Costa, Ayres G.
Association of American Medical Colleges, Washington, D. C.
72 3p.; Paper presented at American Personnel and Guidance Association Convention (1972)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A brief description of the Ohio Vocational Interest Survey (OVIS) is presented. This instrument was designed to facilitate vocational exploration rather than prediction. In this criterion-referenced instrument, the OVIS items are brief descriptions of activities, designed to represent a certain occupational cluster and/or criterion. A scale score is interpreted as an individual's current index of interest in a particular area of work. The OVIS attempts to provide a rational method of vocational self-description. The resulting OVIS profile is interpreted mainly on an idiographic basis. High and low interests can be rank ordered, initial individual counseling approaches in terms of the relationship between measured and expressed interests can be indicated, and percentiles and stanines can be shown. It is felt that the OVIS has a definite counseling use. Its two main objectives are to facilitate career exploitation and vocational and educational decision-making. It is noted that the OVIS should be used in conjunction with other instruments. (JS)
Descriptors: Career Planning/ Counseling Services/ *Criterion Referenced Tests/ Measurement Instruments/ Occupational Choice/ Occupational Guidance/ Self Evaluation/ Test Interpretation/ *Test Reliability/ Tests/ *Test Validity/ *Vocational Counseling/ *Vocational Interests

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ED068638 VT016783
Project MINI-SCORE Final Report.
Nelson, Howard F.
Minnesota Univ., Minneapolis. Dept. of Trade and Industrial Education.
Sep 72 74p.
Sponsoring Agency: Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.
Available from: University of Minnesota, College of Education, Department of Industrial Ed., Minneapolis, Minnesota 55455
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
As an overview of a 6-year federally funded state program, Project MINI-SCORE's final report is intended to provide guidance personnel in Minnesota with occupational data useful for counseling high school students. Over 17,500 applicants to the full-time day programs offered in 24 Minnesota Area Vocational-Technical Schools were tested with a battery of five standardized vocational, personality, and aptitude tests and a personal data sheet in order to determine significant individual differences among those who are accepted into these schools, begin related employment, and achieve successful vocational adjustment, and those who do not. From these data bases, three instruments proved most useful for predicting success for vocational students: (1) the Minnesota Vocational Interest Inventory, (2) the Sixteen Personality Factor Questionnaire, and (3) the Minnesota Importance Questionnaire. Other success criteria were inconsistent, although the existence of significant differences among male and female groups and those successful in different occupations was documented from pre-enrollment test data. Numerous tables present the data. Supplementing this document are five comprehensive explanations of all statistical analyses, previously announced as ED 064 521-ED 064 525 and titled "Project MINI-SCORE Final Technical Reports." (AG)
Descriptors: Data Analysis/ Data Bases/ Individual Differences/ Post Secondary Education/ Predictive Validity/ Standardized Tests/ *State Programs/ *Student Characteristics/ Tables (Data)/ *Testing Programs/ Tests of Significance/ Vocational Adjustment/ *Vocational Counseling/ Vocational Development/ *Vocational Education/ Vocational Interests
Identifiers: Minnesota/ *Project MINI SCORE

ED066665 CG007207
Interpreting the Ohio Vocational Interest Survey Using Visuals.
Jacobson, Thomas J.
Mar 72 62p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This is a presentation of a new method for interpreting the Ohio Vocational Interest Survey (OVIS) using visuals. The OVIS, administered in 43 high schools in San Diego County, California, was intended to complement the existing school guidance and counseling programs by providing the students with their measured and expressed occupational interests to assist them in career planning. Through the administration of these tests a program was devised consisting of a demonstration of the use of a prepared kit of materials available to assist counselors and teachers in interpreting the OVIS. The kit consists of masters for the production of overhead transparencies for a group presentation on the interpretation of the OVIS, a teacher-counselor's guide, and an index that relates OVIS scale scores to VIEW (Vital Information for Education and Work) occupations and Volume II of the Dictionary of Occupational Titles. Research indicating the effectiveness of group interpretation of OVIS results with prepared visuals are presented. The kit of materials is available by writing to OVIS Test Editor, Harcourt Brace Janovich, Inc., 757 Third Avenue, N.Y., N.Y. 10017. (WS)
Descriptors: Audiovisual Aids/ *Occupational Tests/ *Testing / *Test Interpretation/ *Test Results/ *Vocational Counseling
Identifiers: Ohio Vocational Interest Survey

ED065523 TM001443
Black and White Vocational Interests on Holland's Self Directed Search (SDS).
Kimball, Ronald L.; And Others
Maryland Univ., College Park. Cultural Study Center.
71 11p.
Report No.: CSC-RR-6-71
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
There was some concern that Holland's Self Directed Search for Educational and Vocational Planning (SDS) was inappropriate to use with blacks since it may steer them toward more Realistic occupations not requiring a college education. The purpose of the study was to compare the pattern of vocational planning choices for black and white students and to determine student satisfaction with SDS results. The SDS was administered to 143 blacks during freshman orientation and their results were compared to a random sample of whites. Results indicated that blacks tended to choose Social occupations more often, compared to more Realistic and Investigative choices by whites. That blacks tend to seek social service occupations has been demonstrated in several other studies. There were no difference in satisfaction with SDS results between blacks and whites. Implications for counseling blacks were discussed and the study concluded that the SDS was equally appropriate for blacks and whites. (Author)
Descriptors: Aspiration/ *Attitude Tests/ *Behavioral Objectives/ Caucasians/ College Freshmen/ Cultural Factors/ Educational Planning/ Evaluation Methods/ Negroes/ Occupational Choice/ *Participant Satisfaction/ Pattern Recognition/ Questionnaires/ Self Evaluation/ Socioeconomic Influences/ Student Attitudes/ *Test Reliability/ Tests/ *Vocational Counseling
Identifiers: Holland (John L)/ SDS/ Self Directed Search

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ED058511# AC012190
Special Counseling for the Disadvantaged Adult.
Kaple, Donald J.; Kaple, Marion Keeler
71 64p.
Available from: Prentice-Hall Adult Education Series, Prentice-Hall, Inc., Englewood Cliffs, N. J. (no price given)
Document Not Available from EDRS.
This book is designed to aid teachers and administrators who have not had special training in counseling and who are working in educational programs for the disadvantaged adult. Subject areas discussed are: The Counselor and the Client (Duties of the Counselor; Areas of Assistance for the Client); Who Are the Disadvantaged (Characteristics of the Disadvantaged); The Enrollment Process: Let's Talk about Recruitment (Where to Look; Recruitment Is Continuous); Assessment of the Adult Student (The Purpose of Selection and of Grouping); To Test or Not to Test (Informal Techniques; The Test Is a Tool; Standard Tests Available; Use and Misuse of Test Results; Developing Test Readiness); Keeping Records of the Adult Student (The Counselor's Need for Information; Detailed Attendance Records); Supporting Services: Counseling (Counseling in General; Counseling the Disadvantaged; Developing a Relationship); Self Assessment (Job Related Self Assessment; Establishing Goals); Group Counseling (Treatment and Intervention; Referral Services; Placement Services); Designing Your Own Testing Tool (Examples of Informal Inventories). References are provided. (DB)
Descriptors: *Adult Basic Education/ *Adult Counseling/ *Counselor Functions/ *Disadvantaged Groups/ Group Counseling/ Human Relations/ Intervention/ Job Placement/ Professional Personnel/ Self Evaluation/ Student Records/ Teacher Role/ Testing/ Test Results/ *Test Selection

ED055103 TM000830
Converting Test Data to Counseling Information.
Prediger, Dale J.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Jun 71 21p.
Report No.: ACT-RR-44
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Information from tests, when considered in the context of decision theory, can play an important role in vocational development. This role is primarily one of stimulating and facilitating exploratory behavior. Objective procedures for converting test data into counseling information are discussed and illustrated with special attention being given to similarity scores and similarity score profiles. The similarity score profiles, when used in conjunction with success estimates, avoid many of the pitfalls inherent in Parsonian approaches to test interpretation. A computer-based system incorporating the above data-information conversion procedures was developed and field tested with potential vocational school students. Longitudinal validation analyses involving more than 1,500 students and 20 interest and aptitude measures provided the empirical base for the data-information conversion procedures. Similarity scores and success estimates were developed for each of the 12 vocational program areas in which the students enrolled. These reporting procedures were then field tested with an additional group of 900 students enrolled in 12 high schools. Illustrations of the similarity score reporting procedures and student reactions to them are provided. (Author/CK)
Descriptors: Aptitude Tests/ Computer Oriented Programs/ Decision Making/ Discriminant Analysis/ Feedback/ Field Studies/ High School Students/ *Interest Tests/ Longitudinal Studies/ *Profile Evaluation/ Scores/ *Test Interpretation/ *Test Results/ Test Validity/ *Vocational Counseling

ED053171 TM000691
Using Tests in Curriculum Evaluation.
Michigan Univ., Ann Arbor. Bureau of School Services.
18 Feb 70 25p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Three addresses from the Michigan School Testing Conference, "Curricular Accountability Through Testing" (Ted Ward); "The Role of State Testing in Curriculum Evaluation" (C. Philip Kearney); and "The Role of the Counselor in Curriculum Evaluation" (Mildred Peters) are included. (AG)
Descriptors: *Counselor Role/ Counselors/ Curriculum Development/ *Curriculum Evaluation/ Educational Accountability/ *Educational Improvement/ Evaluation/ Instructional Materials/ State Programs/ *State Surveys/ Test Construction/ *Testing/ Tests

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ED051265 24 TM000574
The Comparison of Three Approaches to the Reduction of Test Anxiety in High School Students. Final Report.
Maes, Wayne R.; Heimann, Robert A.
Arizona State Univ., Tempe. Dept. of Educational Psychology.
Oct 70 73p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-9-I-049
Grant No.: OEG-9-9-120049-0020(057)
EDRS Price MF-$0.76 HC-$3.22 PLUS POSTAGE
The relative effectiveness of client-centered, rational-emotive, and desensitization therapies in reducing test anxiety among high school students was investigated. The sample was drawn from 2336 students in grades 10 through 12 who were administered the Spielberger State-Trait Anxiety Inventory (STAI). Thirty-three subjects with high State anxiety but average or low Trait anxiety were selected. Each student was counseled from seven to eleven times during a five-week period by advanced graduate students. Each student was randomly assigned to one of four groups, i.e. client-centered, rational-emotive, desensitization, or no-treatment control Counselor training sequences were designed for each of the three therapeutic approaches. Criterion measures were pre and post administrations of the STAI; psychogalvanic skin response (GSR) measures; and heart rate (HR) response measures. There were no significant differences between the four groups in the STAI; but significant differences at <.05 level were found in the predicted direction between group treatments and controls on criteria of GSR and HR. Post hoc analyses disclosed significance for the desensitization treatment group on GSR, and the rational-emotive treatment group on heart rate. Final analysis revealed differences only with the rational-emotive treatment group and controls on H.R. (Author/PR)
Descriptors: *Anxiety/ *Counseling/ Criteria/ *Educational Psychology/ Emotional Response/ Guidance/ High School Students / Learning/ Nondirective Counseling/ Psychotherapy/ Rational Therapy/ Social Studies/ Statistical Analysis/ *Testing/ Tests / *Therapy
Identifiers: Spielberger State Trait Anxiety Inventory/ STAI

ED050176 TM000580
Interpretation of Test Results.
McLaughlin, Kenneth F.
Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.
64 66p.
Report No.: Bull-7-OE-25038
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This bulletin attempts to explain the use and limitations of regularly the process of selecting educational areas which should receive additional interpret adequately their meaning to parents and students. A companion publication "Understanding Testing Purposes and Interpretations for Pupil Development," also prepared by HEW, was issued in 1960. A general discussion of the development of a standardized test is followed by consideration of specific types of tests, including intelligence or scholastic aptitude tests and achievement tests. Scoring a multiple-choice type test, the accuracy of test results, and the analysis of class achievement are also discussed. A section on classroom interpretation of test scores provides helpful suggestions on how to handle the interpretation of this material with students and parents. An extensive list of selected references is included. (TA)
Descriptors: Achievement Tests/ Aptitude Tests/ *Counseling/ Expectancy Tables/ Group Tests/ Guides/ Individual Tests/ Intelligence Tests/ Item Analysis/ Multiple Choice Tests/ *Parent Counseling/ *Standardized Tests/ Test Construction/ Testing Programs/ *Test Interpretation/ Test Reliability/ *Test Results

ED050161 TM000554
Converting Test Data to Counseling Information: System Implementation in a Vocational School.
Prediger, Dale J.
American Coll. Testing Program, Iowa City, Iowa.
Feb 71 51p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
General objectives were to develop and implement computer-based procedures for obtaining validated data on the characteristics of vocational school students and to convert this data into counseling information. Two types of data-information conversion procedures were field-tested: similarity scores based on discriminant analysis, and success estimates based on regression analysis. Scores from 36 aptitude, interest, and personality measures were accumulated for approximately 1600 prospective area vocational school students. A progress record was kept for each of these students after vocational school enrollment. Multivariate analyses conducted on antecedent and criterion data formed the bases for data-information conversion procedures used in the field tests. It is concluded that: (1) Successful and satisfied students enrolled in diverse vocational programs can be differentiated by aptitude, interest, or personality measures obtained prior to or shortly after entry into the programs; (2) Similarity scores and profiles represent effective techniques for translating data on these differences into useful counseling information; (3) useful estimates of vocational program success can be conveyed to students in the form of experience tables based on the best predictors in a comprehensive battery of aptitude measures; and (4) The development of a generalized system of computer-based procedures for data-information conversion is both feasible and desirable. (Author/PR)
Descriptors: Aptitude Tests/ Cluster Grouping/ Computer Programs/ Data Analysis/ Data Collection/ Females/ *Guidance Counseling/ *Information Processing/ Interest Tests/ Males/ Personality Tests/ Predictor Variables/ *Student Characteristics/ *Test Interpretation/ *Vocational Counseling/ Vocational High Schools

ED046014 CG006077
The Role of the Counselor Redefined. Behavior of Students Redefined.
Land, H. Kenneth; Allen, Richard F.
American Personnel and Guidance Association, Washington, D.C.
Mar 70 30p.; Paper presented at the American Personnel and Guidance Association Convention in New Orleans, Louisiana, March 22-26, 1970
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Since it is difficult to determine behavior categories for students in the North Carolina Advancement School, the Devereus Behavior Rating Scale was revised to fill this void. After analyzing results on the complete test, four factors were picked which seemed most descriptive of underachievers: aggression, alienation, anxiety, and activity. A total of 22 items were constructed consisting of the four behavior factors, the test was standardized, and is now being used successfully to identify potential male underachievers. The second paper discusses a change in the role of the counselor, mainly that the teachers be given in-service training to learn the approaches of the counselor and then deal with the emotional aspects of learning using these techniques. In turn the counselor can keep abreast of the specific problems encountered by the teacher with which he will ultimately deal. (Author/KJ)
Descriptors: Behavior Patterns/ *Behavior Rating Scales/ Counselor Functions/ *Counselor Role/ *Inservice Education/ Males/ Measurement Instruments/ Student Teacher Relationship/ Teacher Guidance/ Teacher Role/ *Test Construction/ *Underachievers

ED042194 CG005696
Use of Interest Inventories with Women. Volume 3, Number 13. Counseling Center Reports.
Johnson, Richard W., Ed.
Wisconsin Univ., Madison. Counseling Center.
Jun 70 35p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This purpose of this paper was to evaluate the effectiveness of interest inventories in counseling female clients. A total of eight basic questions were considered, such as: (1) are interest inventories too dependent on particular criterion groups to be of much value in counseling? (2) what factors are associated with a change in measured interests? and (3) are interest inventories valid for female clients? Issues pertaining to scale development reliability, validity, test usefulness, and profile interpretations are critically evaluated. Suggestions for improved counseling practices and needed research are offered, including: (1) a single interest inventory for men and women would benefit both counseling and research; (2) counselors must become aware of those circumstances in which it is advisable to use interest inventories and those situations in which it is probably unnecessary; and (3) attempts to facilitate the interpretation of test results to clients need to be broadened and evaluated. (Author/KJ)
Descriptors: *Counseling/ Counseling Services/ *Females/ *Interests/ Interest Scales/ *Interest Tests/ Measurement Instruments/ *Test Construction/ Test Interpretation/ Tests

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ED039559 CG005346
Vocational Relevance as a Factor in Counseling
Foreman, Milton E.; James, Leonard E.
Cincinnati Univ., Ohio.
70 10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A total of 130 male undergraduate college students were the subjects for this study to determine: (1) the extent to which the vocational relevance of test scales change as a function of counseling; (2) whether estimation changes differ pre- and post-treatment as a function of individual and group counseling; and (3) whether changes are differentially associated with modifications of the vocational relevance to test scales which occur as a result of counseling. The tests used included the Edwards Personal Preference Schedule (EPPS), the Kuder Preference Record (Kuder), the Strong Vocational Interest Blank (SVIB), and the Vocational Self Assessment Form (VSA). The results show that both individual and group vocational counseling which include a test orientation serve to stimulate variability in self estimations in areas of high and low vocational relevance. Change scores in the retest nomination-same scales initial comparison showed increased distortion of the area of high vocational relevance. (Author/KJ)
Descriptors: College Students/ Counseling/ *Group Counseling / Guidance Services/ *Individual Counseling/ Males/ *Self Concept/ Students/ *Testing/ *Vocational Counseling

ED039321 CG VT009998
Instruments for Vocational Guidance, Selection, and Placement: A Review and Synthesis of Research in Idaho.
Loudermilk, Kenneth M.; DiMinico, Gerald
Idaho Occupational Research Coordinating Unit, Moscow.
Mar 69 118p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-3014
Grant No.: OEG-4-7-063014-1590
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
The development and use of instruments for vocational guidance, selection, and placement within the State of Idaho are reviewed. Vocational guidance is defined as assisting the individual to understand himself, the world of work, and career choice. Selection and placement are described as activities characteristically used by educational institutions and business organizations in deciding who will be accepted and what roles and treatments would be expected of those who are accepted. Specific attention is given to research in which the General Aptitude Test Battery (GATB) was used to predict success in vocational training or work performance. Separate chapters are devoted to research studies with appraisal instruments completed in Idaho as well as 31 studies done elsewhere in the nation. Because more than three-fourths of the studies were completed as individual graduate research papers or theses, research results were generally not comparable or additive from one study to another. An extensive bibliography is included. An earlier study "A Survey of Literature Related to Selected Nonprofessional Occupations" is available as ED 013 915. (CH)
Descriptors: Abstracts/ Aptitude Tests/ Doctoral Theses/ *Job Placement/ Masters Theses/ *Occupational Guidance/ Research Reviews (Publications)/ *Selection/ Test Interpretation/ Test Reliability/ *Tests/ Test Selection/ Test Validity/ *Vocational Counseling
Identifiers: GATB/ General Aptitude Test Battery/ *Idaho

ED038125 JC700092
A Comparison of Two Vocational Interest Tests Used With General College Students.
King, Leslie A.; Bellezza, Francis
Minnesota Univ., Minneapolis. General College.
General College Studiesv6 n3 1969-70
70 13p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A comparison of the Kuder Occupational Interest Survey (KOIS) and the Strong Vocational Interest Blank (SVIB) was made by the General College of the University of Minnesota to determine which of the tests was more relevant to the vocational and occupational concerns of junior college students and more helpful from the counselors' point of view. Entering freshmen at the college were presented with their KOIS and SVIB profiles at seven group meetings. Some explanation of the results of the tests and short discussion periods, conducted by an experienced counselor, comprised the meetings. A questionnaire administered at the end of the meetings showed that 55 per cent of the students found the KOIS more helpful and 18 per cent preferred the SVIB; 27 per cent were undecided. The counselors found the KOIS more valuable in eliciting information from students, although they preferred the SVIB as a counseling tool. The results of the study do not clearly indicate the superiority of either test, and counselors generally found both useful. (Author/RC)
Descriptors: Counselor Attitudes/ *Interest Tests/ *Junior Colleges/ *Standardized Tests/ Student Opinion/ *Tests/ *Vocational Counseling/ Vocational Interests
Identifiers: Kuder Occupational Interest Survey/ Strong Vocational Interest Blank

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ED035904 CG004873
The Use of the Edwards Personal Preference Schedule in Pre-Marital and Marriage Counseling.
Kilgo, Reese Danley
Alabama Univ., Huntsville.
24 Oct 69 12p.; Paper presented at the National Council on Family Relations Annual Convention, Washington, D.C., October 23--24, 1969
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This report is concerned with the use of the Edwards Personal Preference Schedule (EPPS), in marriage counseling. A brief description of the EPPS is given, noting its quickness and easy administration. The 15 personality variables are presented with a brief description of the meaning of each item. Methods of interpretation are presented including: (1) there is no "good" or "bad" score, (2) both the socially desirable and undesirable context of each term is explained, (3) consideration of both extremes of each high and low variables, and (4) involving the counselee in explaining his ideas of the results. Only the individual knows the true meaning of his score. Use of the EPPS in premarital counseling is illustrated in one example. Sometimes just pinpointing the differences in three basic personality needs; affiliation, succorance, and nurturance; makes for increased understanding and tolerance. (KJ)
Descriptors: Attitudes/ Behavior Change/ *Behavior Patterns/ *Counseling Effectiveness/ *Individual Needs/ *Marital Instability/ Marriage/ Measurement Instruments/ Personality Development/ Testing/ *Test Interpretation
Identifiers: Edwards Personal Preference Schedule (EPPS)

ED035894 CG004632
Impact of Testing on Student Development.
Tyler, Ralph W.; And Others
Michigan Univ., Ann Arbor. Bureau of School Services.
5 Mar 69 24p.; Papers were presented at the Michigan School Testing Conference, The University of Michigan, Ann Arbor, Michigan, March 5, 1969
EDRS Price MF-$0.76, HC-$1.58 PLUS POSTAGE
The impact of testing on student development, administration, counseling, and instruction is considered. Although in the past, testing has not had many constructive effects on student development, future tests will seek to discover early indications of potential that can be developed and utilized. Tests have been used administratively as a tool for attacking educational systems, but their use must be redirected so that they become a more integral part of education and a means to evaluate and improve our total educational program. The impact of testing on counseling is unclear, and consequently it is more realistic to consider the interplay between the two. Tests should be used to obtain pre-counseling diagnostic information, information for the counseling process, and information for post-counseling decisions. In regard to instruction, too much emphasis has been placed on evaluating the pupil and not enough emphasis on evaluating the teacher's instructional procedure. If used effectively, tests can have a positive impact upon instruction by helping define educational objectives, improving teaching and learning, and motivating both pupil and teacher to obtain maximal benefits from the learning experience. (RSM)
Descriptors: *Administration/ *Counseling/ Developmental Guidance/ Educational Improvement/ Educational Objectives/ Educational Quality/ Evaluation/ Guidance/ *Instruction/ *Student Development/ Student Evaluation/ Student Improvement/ Teacher Improvement/ Test Construction/ *Tests

ED035004 CG004465
Intake Procedures in College Counseling Centers.
Pappas, James P.; And Others
American Personnel and Guidance Association, Washington, D.C.
May 69 50p.; Papers presented by James Pappas, J. Daly, R. Stahmann, and Ralph Packard, at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 3, 1969
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Intake procedures is the common subject of four papers presented in this booklet. James P. Pappas discusses trends, a decision theory model, information and issues in his article "Intake Procedures in Counseling Centers--Trends and Theory." In the second article "The Utilization of Standardized Tests in Intake Procedures or 'Where's the Post Office'" by Joseph L. Daly, the use of standardized tests as a part of intake procedure is discussed. "The Utilization of Non Test and Self Report Data in Intake Counseling Procedures" by Robert F. Stahmann is concerned with gathering nontest data before and during the interview and implications for practice and research. Ralph Packard in his article "Initial Interviewing Procedures and Staff Roles in An Intake System in A University Counseling Center," discusses the intake procedure developed at the University of Utah, with common questions discussed and conclusions regarding the success of the procedures. (KJ)
Descriptors: *Counseling/ *Counseling Centers/ Data Collection/ *Interviews/ *Self Evaluation/ *Tests

DIALOG File1: ERIC 66-78/NOV (Item 165 of 179) User1210 7feb79

ED030909 CG004002
Can A Machine Admit An Applicant to Continuing Education? Information System for Vocational Decisions. Project Report Number 19.
Tiedeman, David V.
American Personnel and Guidance Association, Washington, D.C.; Harvard Univ., Cambridge, Mass. Graduate School of Education.
Jan 69 29p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 2, 1969.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-1-6-061819-2240
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
An Admissions Machine is defined as a sub-set of procedures in a Career Machine which an applicant and an admissions officer can use collaboratively in an interactive interrogation and report system when the applicant expects fair treatment from the admissions officer and the admissions officer trusts the judgment of the applicant concerning the appropriateness of the institution for him. The specification of an Admissions Machine which has the same purpose for admission to continuing education as does testing but at the same time becomes a new means for those same ends and places new perspective on tests as a means for admission to continuing education. The faults of testing are examined in that perspective. (Author/EK)
Descriptors: Admission (School)/ Admission Criteria/ *College Admission/ Competitive Selection/ *Computers/ *Counseling/ Decision Making/ Information Processing/ *Information Systems/ *Testing

ED030060 AC004731
Adult Basic Counseling and Testing Program; Pilot Project Evaluative Report.
Eastern Wyoming Coll., Torrington.
69 47p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Undertaken by Eastern Wyoming College, this pilot program of adult basic counseling and testing sought to stimulate the enrollment of school dropouts in adult basic education courses, help enrollees discover their vocational interests and capabilities, and aid them in their personal and social adjustment. A full-time counselor took charge of recruiting students, testing them for class placement, counseling them after enrollment, and offering subsequent vocational counseling as well as academic counseling. The General Aptitude Test Battery, five other diagnostic and achievement tests, and a self-image questionnaire proved especially useful as measurement instruments. Student interviews and a definite enrollment increase, with fewer dropouts and a higher percentage of General Educational Development test completions, gave evidence that the project had achieved many of its objectives. (The document includes adult basic education program guidelines, recommendations, test scores, enrollment data, and the questionnaire.) (ly)
Descriptors: Academic Achievement/ Achievement Tests/ *Adult Basic Education/ *Adult Counseling/ Aptitude Tests/ Enrollment / Intelligence Tests/ *Pilot Projects/ *Program Evaluation/ Program Proposals/ Questionnaires/ Reading Improvement/ Self Concept/ *Testing/ Vocational Counseling
Identifiers: General Aptitude Test Battery/ General Educational Development Test/ *Wyoming

ED023136# CG003128
Interpersonal Relationships. Factors in Job Placement.
Jorgensen, Gary Q.; And Others
Utah Univ., Salt Lake City. Regional Rehabilitation Research Inst.
Mar 68 117p.
Sponsoring Agency: Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Report No.: RRRI-BULL-NO-3
Available from: Regional Rehabilitation Research Institute, 2197 Annex, University of Utah, Salt Lake City, Utah 84112 (free of charge).
Document Not Available from EDRS.
The Social Vocabulary Index (SVI) and the Inderaction Scale (ID) were developed to measure the character and quality of the interpersonal relationships among the participants in the rehabilitation process. This study sought to (1) determine whether the scales were suitable for further research in the rehabilitation of the rural client, and (2) relate the area of interpersonal relationships to the job placement of the rehabilitation client. Testing procedures were outlined to measure the dynamics of the interpersonal relationship between the client and the counselor. Some 88 clients served as the subjects for the study. It was hypothesized that there would be significant differences in the results of the tests given to those clients who obtained their own jobs and those clients who had placement assistance. It was also assumed that these differences would be an indication of the quality of the dyadic relationship between the counselor and his client. For the purpose of data analysis, the research sample was divided into (1) male and female rehabilitants, (2) clients who had placement assistance and those who had obtained their own jobs, and (4) those females who had placement assistance and those who had obtained their own jobs. Implications for the vocational counseling process are given. (IM)
Descriptors: *Interpersonal Relationship/ Job Placement/ Occupational Guidance/ *Rehabilitation Counseling/ *Tests/ *Vocational Counseling

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DIALOG File1: ERIC 66-78/NOV (Item 168 of 179) User1210 7feb79

ED023131 24 CG003106
A Method of Self-Evaluation for Counselor Education. Final Report.
Martin, Donald G.
Georgia Univ., Athens. Coll. of Education.
29 Feb 68 89p.
Bureau No.: BR-7-D-001
Grant No.: OEG-2-7-070001-3140
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
A pretest-posttest control group design was used to test the value of employing four psychotherapeutic interaction scales for self-evaluation. Self-evaluation of the counselor-offered conditions empathy, positive regard, genuineness and intensity of interpersonal contact during the live counseling sessions of 44 counselors were compared with the supervisor's evaluations of the tape recorded sessions. Findings were: (1) gain in counseling performance was significant on all scales for the experimental group but on only two scales for the control group; (2) the amount of gain for the experimental group was significantly higher than that of the control groups on only one scale (Empathy) (this held true for both experienced and inexperienced counselors); (3) counselor/supervisor evaluations showed highly significant concurrent validity; and (4) basic counselor personality orientations such as self-concept strength and defensiveness generally did not affect accuracy of self-evaluation. (AUTHOR)
Descriptors: *Counselor Evaluation/ *Counselor Training/ Empathy/ *Evaluation Methods/ Practicums/ *Self Evaluation/ *Test Construction/ Test Validity/ Therapeutic Environment
Identifiers: Tennessee Self Concept Scale/ Therapeutic Conditions Training/ Truax Scales

ED021286 CG002493
Micro-Counseling: An Experimental Study of Pre-Practicum Training in Communicating Test Results.
Miller, C.D.; and others
American Personnel and Guidance Association, Washington, D.C.
Apr 68 16p.; Speech given at the American Personnel and Guidance Assn., Detroit, Michigan, April, 1968.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Micro-counseling, based on micro-teaching principles, was used in a pre-practicum training program to teach specific objectives related to test interpretation. Based on judges' ratings, the experimental group in micro-counseling received significantly higher ratings than the control group which had conventional class presentations and discussion prior to interpreting the test. Client responses in the experimental and control groups were similar. Trainees in the experimental group responded very positively to the training program which gave them the opportunity to practice specific objectives and to obtain immediate feedback with videotape. (Author)
Descriptors: *Counselor Training/ *Microcounseling/ Microteaching/ Practicums/ *Test Interpretation/ Video Tape Recordings

ED017031# CG001772
TESTING FOR HIGHER EDUCATION, CULTURAL PERSPECTIVE AND FUTURE FOCUS. STUDENT PERSONNEL SERIES NO. 6.
BARCLAY, JAMES R.
American Personnel and Guidance Association, Washington, D.C.
65
DOCUMENT NOT AVAILABLE FROM EDRS.
THE ROLE OF TESTING AS A SPECIAL MODERN TECHNIQUE OF ASSESSMENT IN COLLEGE ADMISSIONS IS EXAMINED. THE EMPHASIS IS UPON THE USE OF TESTS AS PREDICTORS OF SUCCESS IN COLLEGE. THE CLARIFICATION OF CRITERIA USED TO EVALUATE HUMAN BEHAVIOR IN THIS SETTING, AND THE BROADER IMPLICATIONS OF CULTURAL AND PHILOSOPHICAL DIMENSIONS OF TESTING AND TEST USAGE. THE PROBLEMS AND SCOPE OF TESTING ARE DISCUSSED IN TERMS OF--GROUPS CONCERNED WITH TESTS, THE NATURE OF TESTING, TESTS AS PREDICTORS OF COLLEGE ACHIEVEMENT, CRITICISMS OF TESTING, AND THE USE OF TEST RESULTS AS EVALUATION MEASURES. RESEARCH RELATED TO THE CRITERIA AND THE PREDICTORS USED IN TESTING ARE DISCUSSED IN TERMS OF--(1) INTELLECTIVE AND NONINTELLECTIVE PREDICTORS, (2) RECENT DEVELOPMENTS IN TESTING, AND (3) RESEARCH LEADING TO MORE OPERATIONALLY PRECISE PREDICTORS. THE NATURE OF CULTURE, ASSESSMENT IN A CULTURAL PERSPECTIVE, AND THE RELATIONSHIP OF CHANGING MECHANISMS OF CONTROL TO THE ETHICAL PROBLEMS OF SOCIAL BEHAVIORAL CONTROL ARE DISCUSSED. THE FINAL CHAPTER INCLUDES DISCUSSION OF--(1) THE DEVELOPMENT OF A TESTING MODEL FOR HIGHER EDUCATION, (2) THE COMPUTER'S ROLE IN COLLEGE-STUDENT COMMUNICATION AND DECISION-MAKING, (3) THE COUNSELOR AND BEHAVIOR CHANGE, (4) IMPROVEMENT IN THE QUALITY OF LEARNING FOR COLLEGE-BOUND STUDENTS, AND (5) BEHAVIOR MODIFICATION AND CONTROL. THIS MONOGRAPH IS AVAILABLE FROM THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, 1605 NEW HAMPSHIRE AVE., N.W. WASH., D.C. 20009 FOR $1.50. (PS)
Descriptors: Behavior Change/ *College Entrance Examinations / Computers/ *Counselor Role/ Criteria/ Cultural Environment/ Decision Making/ High School Students/ Predictive Ability (Testing)/ *Student College Relationship/ Student Evaluation/ *Testing/ Testing Problems/ Test Interpretation

DIALOG File1: ERIC 66-78/NOV (Item 171 of 179) User1210 7feb79

ED016119 VT004241
TECHNICAL REPORT ON DEVELOPMENT OF USES APTITUDE TEST BATTERY FOR COUNSELOR, CAMP.
Bureau of Employment Security (Dept. of Labor), Washington, D.C.; California State Employment Service, Sacramento.; New York State Employment Service, Albany.
FEB67 18P.
Report No.: S-209
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
OCCUPATIONAL NORMS IN TERMS OF MINIMUM QUALIFYING SCORES FOR THE APTITUDE MEASURES WHICH PREDICT JOB PERFORMANCE WERE ESTABLISHED. THE GENERAL APTITUDE TEST BATTERY AND TWO CRITERION MEASURES OF SUPERVISORY RATINGS WERE TESTED ON TWO SAMPLES, ONE CONSISTING OF 34 MALE AND 56 FEMALE CAMP COUNSELORS EMPLOYED IN NEW YORK STATE SUMMER CAMPS IN 1965, AND THE OTHER OF 24 MALE AND 41 FEMALE CAMP COUNSELORS FROM FIVE SOUTHERN CALIFORNIA SUMMER CAMPS. FINAL NORMS WERE DERIVED ON THE BASIS OF A COMPARISON OF THE DEGREE TO WHICH TRIAL NORMS CONSISTING OF VARIOUS COMBINATIONS OF GENERAL LEARNING ABILITY, VERBAL APTITUDE, CLERICAL PERCEPTION, AND MOTOR COORDINATION, AT TRIAL CUTTING SCORES, WERE ABLE TO DIFFERENTIATE BETWEEN 66 PERCENT OF THE SAMPLE CONSIDERED TO BE GOOD WORKERS AND 34 PERCENT CONSIDERED TO BE POOR WORKERS. NORMS OF 100 FOR GENERAL LEARNING ABILITY, 95 FOR VERBAL APTITUDE, AND 105 FOR CLERICAL PERCEPTION PROVIDED OPTIMUM DIFFERENTIATION FOR THE OCCUPATION OF CAMP COUNSELOR. A SAMPLE RATING INSTRUMENT AND RESULTS OF THE VARIOUS STATISTICAL TESTS OF THE DATA ARE INCLUDED. (EM)
Descriptors: *Aptitude Tests/ *Camp Counselors/ Employment Qualifications/ Occupational Information/ Personnel Evaluation / *Test Validity
Identifiers: CALIFORNIA/ GENERAL APTITUDE TEST BATTERY/ NEW YORK

ED015505 CG001124
ADEQUACY OF TEST VALIDITIES FOR INDIVIDUAL PREDICTION.
WEITZ, HENRY
2SEP67 12P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
COUNSELORS OFTEN ADMINISTER TESTS OF QUESTIONABLE VALIDITY. IN RELIABILITY STUDIES, EVERY PRECAUTION IS TAKEN TO STABILIZE THE STIMULUS SITUATION. IN ASSESSING VALIDITY, CONCERN CENTERS ON BEHAVIOR UNDER DIFFERENT STIMULUS CONDITIONS. CRONBACH'S THEORETICAL LIMIT FOR A VALIDITY COEFFICIENT OF A TEST IS THE SQUARE ROOT OF THE RELIABILITY COEFFICIENT. GHI[illegible], IN REVIEWING HUNDREDS OF VALIDITY STUDIES COMPLETED BE[illegible]N 1919 AND 1964, FOUND THAT NONE OF HIS FOUR MAJOR CLASSES OF APTITUDE TESTS FORECAST PROFICIENCY ON ANY JOB WITH A HIGH DEGREE OF ACCURACY. ALTHOUGH TESTS CAN HAVE A SUFFICIENTLY HIGH DEGREE OF PREDICTIVE POWER TO BE OF PRACTICAL VALUE IN PERSONNEL SELECTION, THEY MAY ALSO FRUSTRATE THE COUNSELOR'S CHANCES OF HELPING THE CLIENT SOLVE IMMEDIATE PROBLEMS. IN ACTUARIAL INTERPRETATION AND BEHAVIOR PREDICTION BASED ON TEST DATA, GREATER RELIANCE SHOULD BE PLACED ON MULTIVARIATE ANALYSIS. RIGOROUS COLLECTION, ANALYSIS, AND REPORTING OF PREDICTION AND CRITERION DATA ARE NECESSARY. USE OF GOLDMAN'S MULTIDIMENSIONAL APPROACH CAN HELP THE CLIENT BY DEFINING THE ESSENTIAL ELEMENTS OF THE PROBLEM. UNTIL MORE VALID TESTS ARE DEVELOPED, WE MUST CHOOSE BETWEEN REFUSAL TO USE TESTS, AND USING THEM AS PART OF AN EXTENSIVE DESCRIPTION. THIS SPEECH WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, WASHINGTON, D.C., SEPTEMBER 2, 1967. (PR)
Descriptors: Aptitude Tests/ *Counseling/ *Counseling Goals/ Data Analysis/ Personnel Selection/ Predictive Measurement/ *Predictive Validity/ Problem Solving/ Psychological Testing/ Statistical Analysis/ Testing Problems/ Test Interpretation/ *Test Reliability/ Test Results/ *Test Validity/ Vocational Counseling

ED012065 CG000209
RELIABILITY, VALIDITY AND FAVORABILITY OF SELECTED INDICATORS OF BEHAVIORAL CHANGE IN CHILDREN.
WRIGHT, LOGAN
67 60P.
Report No.: BR-6-8554
Contract No.: OEC-3-6-068554-1740
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
THIS STUDY WAS DESIGNED TO DETERMINE THE RELIABILITY, VALIDITY, AND SOCIAL FAVORABILITY RATINGS OF 941 ITEMS THAT WERE THOUGHT TO BE DESCRIPTIVE OF CHANGE IN CHILDREN'S BEHAVIOR. THIS POOL OF ITEMS COULD THEN BE USED FOR SCALES MEASURING THE OUTCOME OF COUNSELING AND PSYCHOTHERAPY WITH CHILDREN. THE VALIDATION AND CROSS-VALIDATION SAMPLES INCLUDED 50 PARENTS EACH WHO RATED THE ITEMS ACCORDING TO THEIR CHILD'S BEHAVIOR AT THE BEGINNING AND END OF TREATMENT AT THE RILEY CHILD GUIDANCE CLINIC. INDEPENDENT THERAPISTS ALSO RATED THE CHILD'S PROGRESS IN TREATMENT THROUGH THE RESULTS RECORDED BY THE CLINIC STAFF. A SEPARATE PARENT SAMPLE WAS USED FOR RATING SOCIAL FAVORABILITY OF THE ITEMS. CORRELATIONS OF RATINGS SHOWED THAT THE MAJORITY OF THE ITEMS INVESTIGATED WERE RELIABLE IN FAVORABILITY AND VALIDITY ON A TEST-RETEST RELIABILITY CHECK. THE VALIDITY OF THE ITEMS COULD NOT BE DEMONSTRATED BECAUSE A GIVEN ITEM APPEARED CLOSELY TIED TO THE PRESENTING PROBLEM OF THE CHILD. THE PROJECT IMPLICATIONS ARE THAT FOUR SCALES FOR MEASURING OUTCOMES OF TREATMENT FOR CHILDREN WITH SPECIFIC PROBLEMS SHOULD BE DEVELOPED FROM THE ITEMS INVESTIGATED. (NS)
Descriptors: *Behavior Rating Scales/ *Counseling Effectiveness/ *Item Analysis/ Psychotherapy/ *Test Construction/ Test Validity
Identifiers: LIKERT TYPE SCALE/ PEARSON PRODUCT-MOMENT CORRELATIONS

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ED010120 08
PREP--A PROGRAM FOR RECOVERING AND EXTENDING ACADEMIC POTENTIAL FOR HIGH SCHOOL UNDERACHIEVERS SEEKING ENTRANCE AT A REGIONAL COMMUNITY COLLEGE.
SHEA, J. J.
Greenfield Community Coll., Mass.
JUN66 51P.
Report No.: BR-5-0569
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
THIS PROJECT WAS TO DETERMINE--(1) THE EFFECTIVENESS OF A SUMMER REMEDIAL PROGRAM IN PREPARING UNDERACHIEVING HIGH SCHOOL GRADUATES FOR SUCCESSFUL COMPLETION OF THE FIRST SEMESTER OF A 2-YEAR TERMINAL JUNIOR COLLEGE PROGRAM, AND (2) IF VOCATIONAL-PERSONAL COUNSELING HAS A DIFFERENTIATING EFFECT IN THEIR ACHIEVEMENT OF THAT GOAL. FORTY SUBJECTS WERE SELECTED WHO FAILED TO MEET NORMAL COLLEGE ADMISSION CRITERIA. A 7-WEEK REMEDIAL TREATMENT PROGRAM WAS ADMINISTERED, AFTER WHICH ALL SUBJECTS WERE ENROLLED IN A JUNIOR COLLEGE. PRE- AND POST-REMEDIATION TEST INFORMATION WAS COLLECTED. TWENTY STUDENTS WERE SELECTED FOR COUNSELING. EFFECTS OF THE PROGRAM WERE EVALUATED IN TERMS OF ACADEMIC GROWTH. STATISTICAL ANALYSIS OF DATA INDICATED THAT THE REMEDIAL PROGRAM WAS A CAUSATIVE FACTOR IN UPGRADING STUDENT SCORES ON THE LORGE-THORNDIKE TEST OF INTELLIGENCE, THE DAVIS READING TEST, AND THE SCHOLASTIC APTITUDE TEST. PERFORMANCE WAS NOT AFFECTED BY VOCATIONAL COUNSELING. ONLY 40 PERCENT OF THE PARTICIPANTS HAD FAILED BY THE END OF THE FIRST SEMESTER, WHEREAS BASED UPON ADMISSION CRITERIA, NONE OF THESE SHOULD HAVE SUCCEEDED. (HC)
Descriptors: Achievement/ *Counseling Programs/ Counselors/ High School Graduates/ *Junior Colleges/ Post Testing/ Pretests/ Remedial Instruction/ *Remedial Programs/ Summer Programs/ *Testing/ *Underachievers
Identifiers: DAVIS READING TEST/ GREENFIELD/ LORGE THORNDIKE TEST OF INTELLIGENCE/ SCHOLASTIC APTITUDE TEST

ED003442 24
VARIABLES RELATED TO OUTCOMES OF TEST INTERPRETATION.
OHLSEN, MERLE M. ; AND OTHERS
Illinois Univ., Urbana. Coll. of Education.
64 97P.
Report No.: CRP-S-024
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
THIS THREE-PART STUDY WAS CONCERNED WITH THE MANNER IN WHICH CERTAIN VARIABLES SEEMED TO BE RELATED TO THE OUTCOMES OF TEST INTERPRETATION AND TO STUDENTS' PERCEPTION OF THEMSELVES AND THEIR TEACHERS' PERCEPTION OF THEM. PART ONE WAS CONCERNED WITH THE OUTCOMES OF TEST INTERPRETATION AS RELATED TO SUCH FACTORS AS (A) COUNSELOR WHO INTERPRETED THE TEST SCORES, (B) SCHOOL MARKS, (C) SELF-ESTIMATES, (D) ACCURACY OF SELF-ESTIMATES, (E) FATHER'S OCCUPATIONAL LEVEL, (F) FATHER'S EDUCATIONAL LEVEL, (G) MOTHER'S EDUCATIONAL LEVEL AND OTHERS. PART TWO WAS CONCERNED WITH FACTORS ASSOCIATED WITH TEACHER OVER- AND UNDER-ESTIMATION OF STUDENTS' INTELLECTUAL ABILITY. PART THREE INVESTIGATED THE RELATIONSHIP BETWEEN TEACHERS' ESTIMATES OF INTELLECTUAL ABILITY AND THE STUDENTS' SELF-ESTIMATES. DATA WERE USED FROM A PREVIOUS COOPERATIVE RESEARCH PROJECT (NUMBER 1344) ON 703 STUDENTS IN GRADES 5, 7, 9, AND 11 FROM 5 RURAL SCHOOL DISTRICTS. FINDINGS COULD BE USED BY COUNSELORS TO BETTER UNDERSTAND STUDENTS' BEHAVIOR AND TO HELP COUNSELORS DEAL WITH STUDENTS' REACTION TO WHAT THEY LEARN ABOUT THEMSELVES. IN PARTICULAR, THESE RESULTS SUGGEST THAT COUNSELORS SPEND MORE TIME WITH THE UNDERESTIMATORS. (JM)
Descriptors: *Counseling/ *Elementary School Students/ *High School Students/ Self Concept/ Self Evaluation/ *Standardized Tests/ Teacher Evaluation/ *Test Interpretation
Identifiers: ILLINOIS/ URBANA

ED002998 24
CHANGES IN SCHOOLS WHICH DO AND DO NOT SEND STAFF MEMBERS TO TRAINING INSTITUTES IN COUNSELING.
RUNKEL, PHILIP J. ; AND OTHERS
Illinois Univ., Urbana. Bureau of Educational Research.
61 137P.
Report No.: CRP-939
EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
DATA DERIVED FROM THREE STUDIES WERE USED IN ANALYSES OF (1) SELECTED SECONDARY SCHOOL TEST PRACTICES AND ATTITUDES AND (2) THE RELATIVE EFFECTIVENESS OF TRAINING RECEIVED IN SUMMER GUIDANCE INSTITUTES FOR TEACHERS AND COUNSELORS. TWO OF THE THREE STUDIES WERE PREVIOUS COOPERATIVE RESEARCH PROJECTS--CRP 509, "THE USE OF TEST RESULTS," AND CRP 702, "EFFECTS ON THE USE OF TESTS BY TEACHERS TRAINED IN A SUMMER INSTITUTE." THE THIRD STUDY (THE PRESENT ONE) DEALS WITH 50 ILLINOIS SCHOOLS WHICH DID NOT SEND PERSONNEL TO THE ILLINOIS SUMMER INSTITUTE OF 1959. HIGH SCHOOL ADMINISTRATORS, GUIDANCE COUNSELORS, AND TEACHERS IN THIS HYPOTHETICAL GROUP BECAME A CONTROL IN WHICH TESTING ATTITUDES AND PRACTICES WERE COMPARED TO THE TWO PREVIOUS STUDIES. IMPLICATIONS WERE THAT ATTEMPTS TO INFLUENCE TESTING AND COUNSELING ATTITUDES AND PRACTICES IN SECONDARY SCHOOLS COULD BE POSITIVELY AFFECTED BY (1) INTENSIVE FACULTY FAMILIARIZATION PROGRAMS AND (2) MORE EFFECTIVE PREPARATION AND INDOCTRINATION OF FACULTY MEMBERS WHO ATTEMPT TO INSTITUTE EDUCATIONAL CHANGE. (JH)
Descriptors: *Counseling Programs/ Counselor Training/ High Schools/ *School Personnel/ *Teacher Attitudes/ *Teacher Education/ *Testing Programs/ Test Results
Identifiers: ILLINOIS/ URBANA

ED002925 24
EFFECTS ON USE OF TESTS BY TEACHERS TRAINED IN A SUMMER INSTITUTE.
HASTINGS, J.T. ; AND OTHERS
Illinois Univ., Urbana. Bureau of Educational Research.
61 562P.
Report No.: CRP-702
EDRS PRICE MF-$ 0.92 HC-$28.56 PLUS POSTAGE
THE IMPACT OF INTENSIVE TRAINING IN A SUMMER GUIDANCE INSTITUTE UPON VARIOUS COUNSELING ATTITUDES AND PRACTICES WITHIN THE JUNIOR AND SENIOR HIGH SCHOOL EDUCATIONAL STRUCTURE OF THE STATE OF ILLINOIS WAS INVESTIGATED. THE SUMMER PROGRAM WAS HELD FOR ABOUT 30 TEACHERS FROM DIFFERENT SCHOOLS THROUGHOUT THE STATE. THESE SCHOOLS DIFFERED WIDELY IN GEOGRAPHICAL LOCATION AND PHYSICAL SIZE. PRINCIPAL EFFORTS OF THE RESEARCH PROGRAM OCCURRED AFTER THE INSTITUTE WAS COMPLETED AND THE TEACHER TRAINEES RETURNED TO FULL- OR PART-TIME COUNSELING POSITIONS WITH THEIR RESPECTIVE SCHOOLS. A RESEARCH TEAM WAS FORMED TO FOLLOWUP THE ACTIVITIES OF EACH TRAINEE FOR A PERIOD OF 1 YEAR, AND ALSO OF OTHER COUNSELORS, ADMINISTRATORS, AND TEACHERS IN EACH SCHOOL. RESULTS OF THIS COMPREHENSIVE FOLLOWUP PROJECT FURNISHED INFORMATION ON THE ROLE PRESCRIPTION WITHIN WHICH SCHOOL COUNSELORS WORK, SHOWED SOME PATTERNS OF COMMUNICATION WITHIN SCHOOLS IN THE GUIDANCE AND COUNSELING AREA, AND POINTED OUT THE RELATIONSHIPS BETWEEN KNOWLEDGE ABOUT TESTING AND COMMUNICATION AMONG SCHOOL FACULTY MEMBERS CONCERNING THE USE OF TESTS AND TEST RESULTS IN THE SECONDARY SCHOOL GUIDANCE PROGRAM. UPON THE TRAINEES THEMSELVES, THE INSTITUTE PRODUCED SOME LONG-LASTING EFFECTS WITH RESPECT TO KNOWLEDGE ABOUT TESTING AND CONCEPTIONS OF THE COUNSELING ROLE. UPON THE SCHOOLS TO WHICH THE TRAINEES RETURNED, THERE WERE SIGNIFICANT, THOUGH NOT GREAT, GAINS IN THE SHARPNESS OF OPINION ABOUT THE COUNSELING ROLE AND CLEAR INCREASES IN THE QUANTITY OF DISCUSSION ABOUT GUIDANCE AND TESTING. (JH)
Descriptors: Communication (Thought Transfer)/ Counseling Services/ Educational Policy/ *Guidance Counseling/ *Inservice Teacher Education/ Institute Type Courses/ Role Playing/ School Conditions/ *Secondary Education/ *Summer Programs/ Teacher Attitudes/ *Teacher Evaluation/ *Testing/ Test Results / Test Selection
Identifiers: ILLINOIS/ URBANA

ED002891 24
THE USE OF TEST RESULTS.
HASTINGS, J.T. ; AND OTHERS
Illinois Univ., Urbana. Bureau of Educational Research.
60 243P.
Report No.: CRP-509
Contract No.: OEC-509(8141)
EDRS PRICE MF-$0.76 HC-$12.05 PLUS POSTAGE
THE STUDY BEGAN WITH A STATEWIDE QUESTIONNAIRE SURVEY TO PROVIDE ESSENTIAL STATISTICS ABOUT VARIABLES EXPECTED TO BE OF CONTINUING INTEREST, AND TENTATIVE ANSWERS TO SUCH QUESTIONS AS WHETHER FORMAL TRAINING IN TESTING IS ASSOCIATED WITH DIFFERENT PRACTICES IN THE USE OF TESTS OR IN DIFFERENT BELIEFS ABOUT THEIR USEFULNESS, AND WHETHER THE PRESENCE OF COUNSELORS IN SCHOOLS HAS OBSERVABLE AND RELEVANT EFFECTS ON THE CONDITIONS OF STUDENTS. THIS STUDY WAS DESIGNATED SUBSTUDY A. SUBSTUDY B WAS AN EXPLORATORY TRAINING PROJECT, SUBSTUDY C COVERED FACTORS WHICH INFLUENCED TEACHERS' DECISION-MAKING PROCESSES, AND SUBSTUDY D REPORTED ON INVESTIGATIONS INTO TEACHERS' ATTITUDES TOWARDS USE OF INFORMATION ACQUIRED BY MEANS OF TESTS. THE RESEARCH REPORTED IS THE FIRST PHASE OF A LARGER PROGRAM. SOME OF ITS MORE IMPORTANT PRODUCTS WERE METHODOLOGICAL--KIT, THE CARD SORT, AND THE FINDING THAT TEACHERS CAN DESCRIBE ONLY VERY POORLY THEIR OWN DECISION-MAKING PROCESSES. OTHERS WERE ESTIMATIONS OF THE BRUTE LEVEL ATTITUDE OR REPORTED PRACTICES AS TO HOW MANY 11TH GRADERS IN ILLINOIS FELT THAT THEIR TEACHERS SPEND AS MUCH TIME AS THEY OUGHT TO SPEND IN GETTING TO KNOW THEIR STUDENTS, OR HOW MANY MENTIONED SCHOOL FACULTY MEMBERS WHEN ASKED TO WHOM THEY USUALLY GO TO TALK OVER THEIR PLANS AND PROBLEMS. THE SUBSTANTIVE FINDINGS SUGGESTED IMPORTANT FACTORS TO BE CONSIDERED, NOT ONLY IN FURTHER RESEARCH, BUT IN TRAINING COUNSELORS AND TESTING EXPERTS. (JL)
Descriptors: *Administrative Personnel/ *Counselors/ *Decision Making Skills/ Inservice Teacher Education/ Interviews/ Questionnaires/ Secondary Schools/ Surveys/ *Teacher Attitudes/ *Test Results
Identifiers: ILLINOIS/ URBANA

DIALOG File1: ERIC 66-78/NOV (Item 179 of 179) User1210 7feb79

ED001159
UNDERSTANDING TESTING--PURPOSE AND INTERPRETATIONS FOR PUPIL DEVELOPMENT.
MCLAUGHLIN, KENNETH
Office of Education (DHEW), Washington, D.C.
63 24P.
Report No.: OE-25003
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

THESE ARTICLES ARE WRITTEN TO GIVEN ESSENTIAL FACTS ON TESTING TO INTERESTED CITIZENS. THE IMPORTANCE OF TESTING LIES IN ITS VALUE AS A GUIDANCE TOOL. TESTS REPRESENT ONLY A SAMPLING OF A PERSON'S PERFORMANCE FROM WHICH GENERAL CHARACTERISTICS ARE INFERRED. THERE ARE NUMEROUS TYPES OF TESTS DESIGNED FOR SPECIFIC PURPOSES, MEASUREMENT IN SOME IS INDIRECT. CONDITIONS UNDER WHICH TESTS ARE TAKEN INFLUENCE RESULTS, AND ACCURACY OF INTERPRETATION DETERMINES THEIR USEFULNESS. TEST CONSTRUCTION DEMANDS USING ADVICE OF SPECIALISTS, DEVELOPING ADMINISTRATIVE PROCEDURES, AND DEVELOPING NORMS FOR INTERPRETATION. CLASSIFICATION OF TESTS IS GIVEN ON THE BASIS OF TESTING PROCEDURES AND PURPOSES. LARGE SCALE TESTING PROGRAMS ARE DESCRIBED. TESTS ARE USED FOR IDENTIFICATION OF ABILITY LEVEL AND FOR SELECTION FOR COLLEGES AND JOBS. GROUP CLASSIFICATION WITHIN SCHOOLS AND EVALUATION OF TEACHING ARE AIDED BY TESTS. THEY SUPPLY DATA FOR EDUCATIONAL AND VOCATIONAL PLANNING AND ASSIST COUNSELING. CAUTION IS NEEDED IN INTERPRETING AND REPORTING OF TEST RESULTS. THE CUMULATIVE RECORD SERVES AS THE FOUNDATION OF THE GUIDANCE PROGRAM. IT IS A DEPOSITORY OF OBJECTIVE INFORMATION. ITS STANDARDS AND USES ARE EVALUATED. PROGRAMS OF TESTING ARE IMPORTANT TO GUIDANCE PROGRAMS, CURRENT PROGRAMS ARE DESCRIBED, BUT EACH SCHOOL'S PROGRAM SHOULD BE TAILORED TO MEET PARTICULAR NEEDS. THE SCHOOL STAFF, IN ITS ADMINISTRATION OF THE TESTING PROGRAM, DETERMINES ITS USEFULNESS. TECHNIQUES FOR SELECTION OF TESTS AND UTILIZATION OF RESULTS ARE SUGGESTED. DEFINITIONS OF COMMON MEASUREMENT TERMS FOLLOW THE ARTICLES.

Descriptors: *Guidance Counseling/ Measurement Instruments/ *Measurement Techniques/ Resource Guides/ Student Development/ *Test Construction/ *Test Interpretation/ *Test Selection
Identifiers: DISTRICT OF COLUMBIA

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